Updated: 7/17/12

IndianaIEP

User Manual

v. 2

Indiana Department of Education

SUPPORTING STUDENT SUCCESS

PUBLIC CONSULTING GROUP

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PCG Overview

Public Consulting Group (PCG) is a national consulting firm specializing in public sector services.

- Provided consulting, solutions & implementation services for 24 years
- 1,000 professionals in 35 offices serving clients in US, Canada, and Poland
- Technology expertise and services in four primary areas:
  - Education Services
  - Technology Consulting
  - Health & Human Services
  - Consumer Direction of Care
- Office in downtown Indianapolis

PCG Education

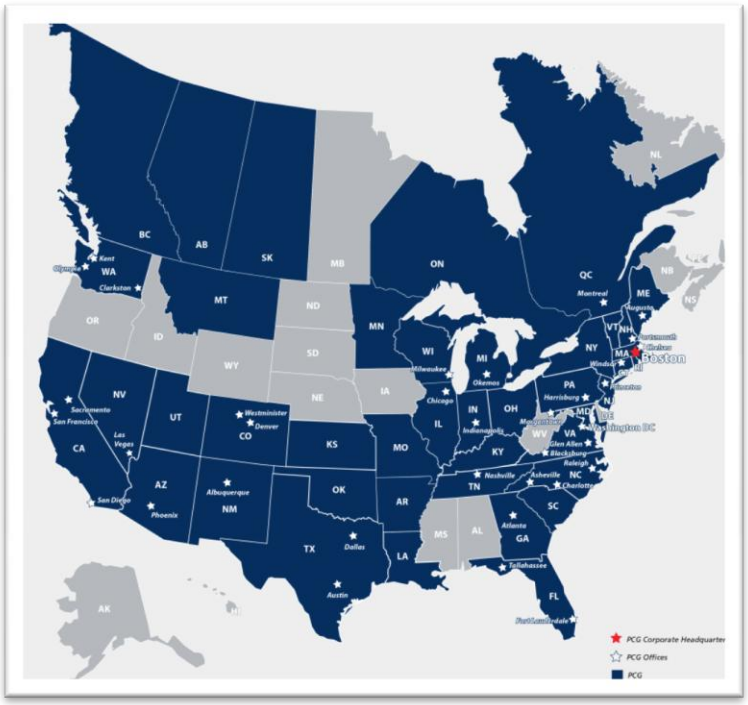
PCG Education has current projects in 32 states and five Canadian provinces and serves 13 of the 25 largest U.S. school districts. PCG's client list includes:

State level clients

- Indiana
- New Jersey
- Tennessee
- New Hampshire
- District of Columbia

District level clients

- Chicago Public Schools, IL
- Minneapolis Public Schools, MN
- Genesee Intermediate School District, MI
- Broward County Public Schools, FL
- Memphis City Schools, TN



Security and Access

Security

The in IndianaIEP server uses Secure Socket Layer (SSL) to encrypt the information as it flows across the Internet. This is the same technology that is used to protect your credit card numbers and other sensitive information that is sent over the Internet.

- Private and confidential
- Many safeguards to accommodate FERPA and HIPPA laws and regulations

A secure system needs your help:

- Do not save documents or reports on an unsecured computer
- Do not email unsecured documents or reports
- Do not leave computer unattended when in IIEP

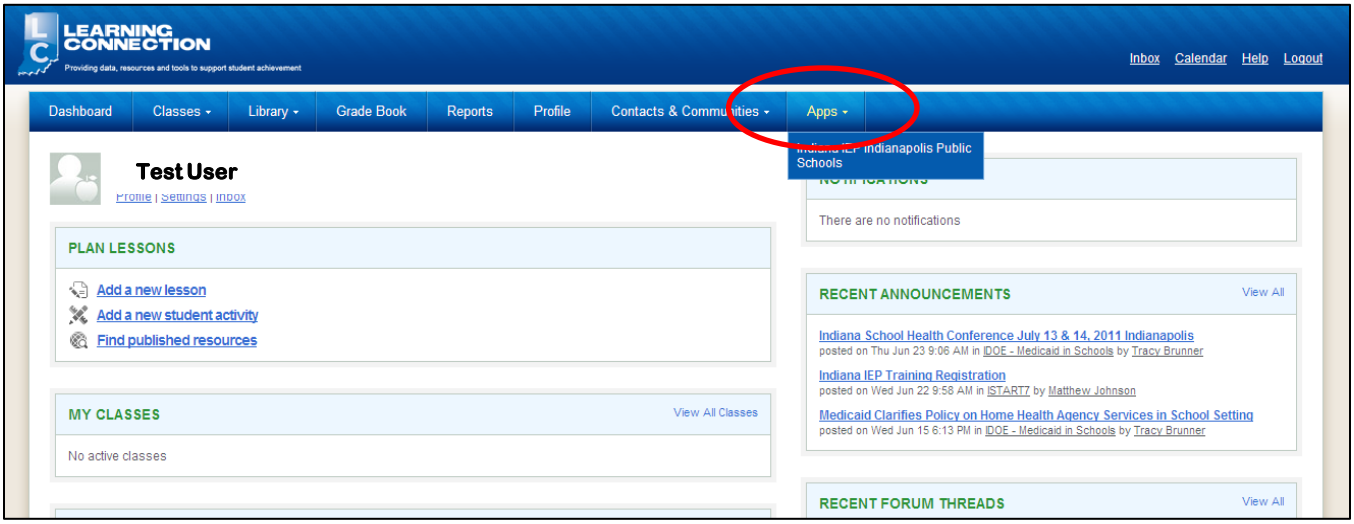
Other Security Issues

- No Auto Save – You must hit an update button to save your changes
- Do not use the browser's Back button

Learning Connection

IndianaIEP(IIEP) is a single Sign-On system. You must access the system through Learning Connection.

- Click the IIEP button under the **APPS** tab
- This will bring you to the Main Menu in IIEP


LEARNING CONNECTION
Providing data, resources and tools to support student achievement
Inbox Calendar Help Logout
Dashboard Classes Library Grade Book Reports Profile Contacts & Communities Apps
Indianapolis Public Schools
Test User
Profile | Settings | Inbox
PLAN LESSONS
Add a new lesson
Add a new student activity
Find published resources
MY CLASSES
View All Classes
No active classes
There are no notifications
RECENT ANNOUNCEMENTS
View All
Indiana School Health Conference July 13 & 14, 2011 Indianapolis
posted on Thu Jun 23 9:06 AM in IDOE - Medicaid in Schools by Tracy Brunner
Indiana IEP Training Registration
posted on Wed Jun 22 9:58 AM in ISTART7 by Matthew Johnson
Medicaid Clarifies Policy on Home Health Agency Services in School Setting
posted on Wed Jun 15 6:13 PM in IDOE - Medicaid in Schools by Tracy Brunner
RECENT FORUM THREADS
View All

Multiple Corporation Users:
You should have an Indiana IEP button for every corporation for which you need access.

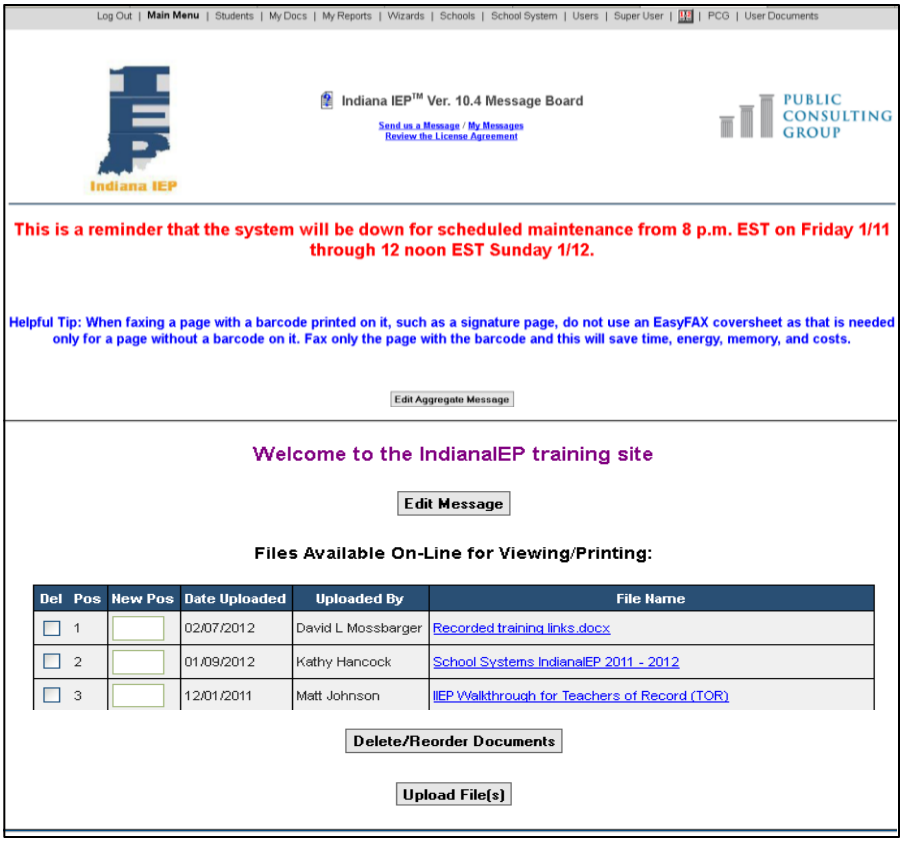
NOTE:
IndianaIEP will automatically time out after 60 minutes of inactivity. Access the system again through the Learning Connection portal.

Contact your Learning Connection Administrator if you do not have Indiana IEP as an option on your Application tab.

Main Menu Screen

The Main Menu is separated into three main sections.

1. **Message Board** – Allows you to send and receive messages in a secure environment to protect all FERPA and HIPPA regulations
2. **Announcements** – Allows PCG, DOE, and district administrators to post important deadlines or updates
   - PCG – Information on updates and scheduled system maintenance
   - DOE – State wide announcements or changes
   - District – District announcements or changes
3. **Files** – Provides a location for training manuals, tip sheets, and district specific files that users can access


Log Out | Main Menu | Students | My Docs | My Reports | Wizards | Schools | School System | Users | Super User | PCG | User Documents
Indiana IEP
Indiana IEP™ Ver. 10.4 Message Board
Send us a Message / My Messages
Review the License Agreement
PUBLIC CONSULTING GROUP
This is a reminder that the system will be down for scheduled maintenance from 8 p.m. EST on Friday 1/11 through 12 noon EST Sunday 1/12.
Helpful Tip: When faxing a page with a barcode printed on it, such as a signature page, do not use an EasyFAX coversheet as that is needed only for a page without a barcode on it. Fax only the page with the barcode and this will save time, energy, memory, and costs.
Edit Aggregate Message
Welcome to the IndianaIEP training site
Edit Message
Files Available On-Line for Viewing/Printing:
Del Pos New Pos Date Uploaded Uploaded By File Name
1 02/07/2012 David L Mossbarger Recorded training links.docx
2 01/09/2012 Kathy Hancock School Systems IndianaIEP 2011 - 2012
3 12/01/2011 Matt Johnson IIEP Walkthrough for Teachers of Record (TOR)
Delete/Reorder Documents
Upload File(s)

The Gray Menu Bar at the top of the screen is used to navigate the program.

- Avoid using the back browser button. This will not show updated information.

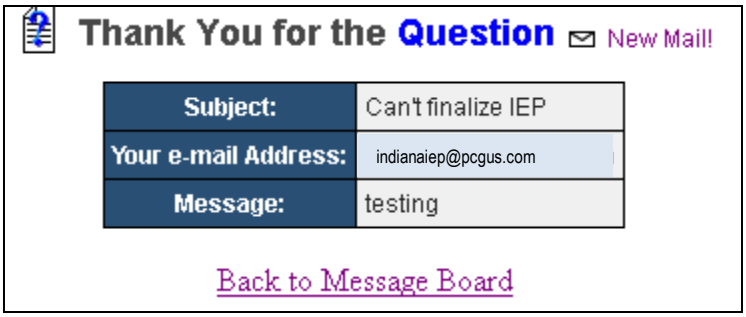
Message Board

For help with the IndianaIEP system, send your issue through the secure Message Board.

- On the Main Menu screen, select **SEND US A MESSAGE**
- Enter Message Type
  - Question
  - Bug Report
  - Comment
  - Suggestion
- Enter subject
- Enter Page Title and STN if the issue occurred when working with a specific student record
- Enter message or question in text box. Be as detailed as possible
- Click **SEND MESSAGE** button

You will receive a confirmation that your message was sent.

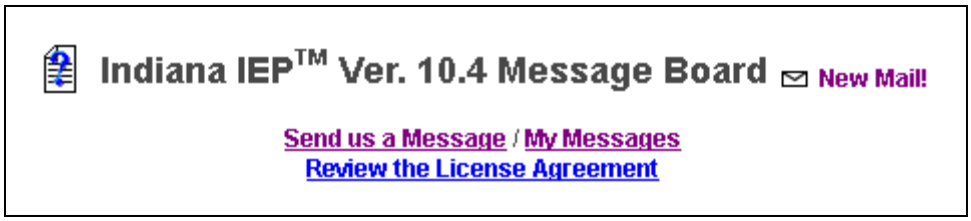
- Click **BACK TO MESSAGE BOARD** to return to the Main Menu



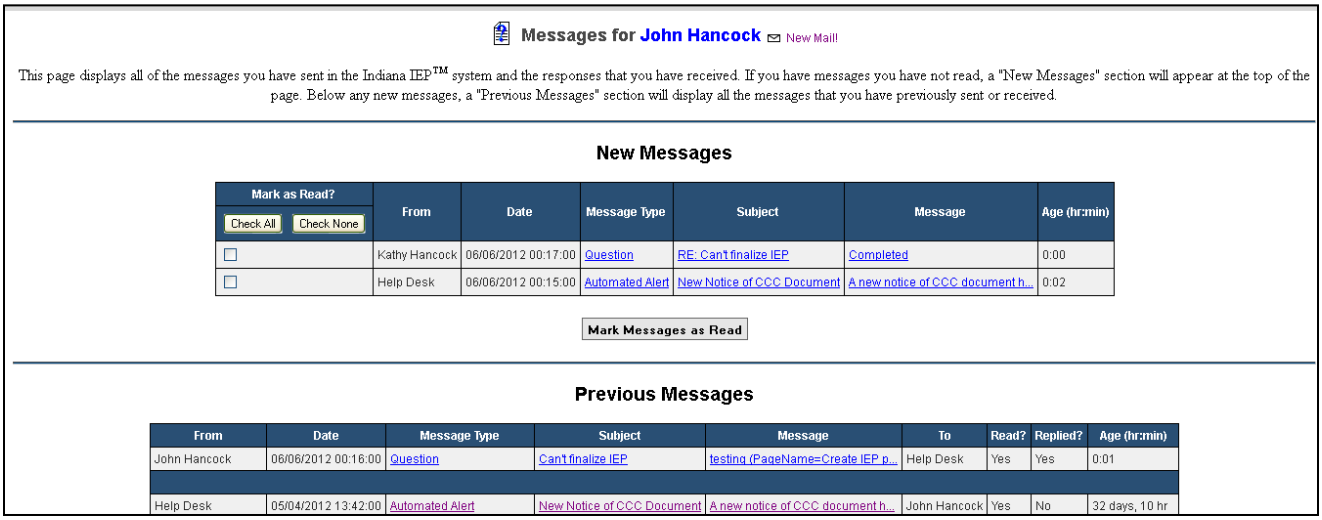
Message Board cont.

To read responses to your messages and other automated messages:

- Click **MY MESSAGES** or **NEW MAIL**



- Click the subject read the message


Messages for John Hancock New Mail!
This page displays all of the messages you have sent in the Indiana IEP™ system and the responses that you have received. If you have messages you have not read, a "New Messages" section will appear at the top of the page. Below any new messages, a "Previous Messages" section will display all the messages that you have previously sent or received.
New Messages
Mark as Read? Check All Check None
From
Date
Message Type
Subject
Message
Age (hr:min)
Kathy Hancock 06/06/2012 00:17:00 Question RE: Can't finalize IEP Completed 0:00
Help Desk 06/06/2012 00:15:00 Automated Alert New Notice of CCC Document A new notice of CCC document h... 0:02
Mark Messages as Read
Previous Messages
From
Date
Message Type
Subject
Message
To
Read?
Replied?
Age (hr:min)
John Hancock 06/06/2012 00:16:00 Question Can't finalize IEP testing (PageName=Create IEP p... Help Desk Yes Yes 0:01
Help Desk 05/04/2012 13:42:00 Automated Alert New Notice of CCC Document A new notice of CCC document h... John Hancock Yes No 32 days, 10 hr

Basic Information

Here are a few definitions that may be helpful as you use IIEP.

Remember to use the toolbar at the top to navigate the system.

All Actions in IndianaIEP™ are single clicks with the mouse.

Check boxes are used in where more than one selection can be made

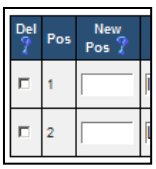
Calendar boxes add a date, you may click on the calendar and scroll through the screens to find the appropriate date.

Article 7 link

Help Links for fields

Required field

Information Box includes helpful information to make informed decisions concerning that page

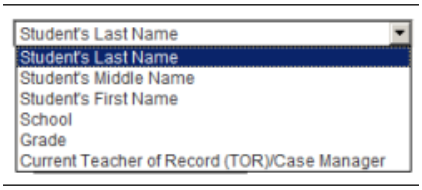


Del allows user to delete the entry

Pos shows what position (order) the items are in (Used with goals, contacts, etc.)

New Pos allows you to reorder the line items

Basic Information cont.



Drop down menus are used when a selection can be made from a List.

Create Draft Notice of …

Creates a draft of a particular document. This document will have a draft watermark at the top of the page. The document is not permanent.

Create Final Notice of …

Creates a final notice of a particular document. This is your formal document to mail. It will become part of the student's permanent file.

Update the Database

Update the Database saves the information on the current page

Save

Save saves new information and leaves you on the current page. It does not check for errors.

Save & Continue

Save & Continue saves changed information, runs it against a list of error checks and continues to the next screen

Document Translations

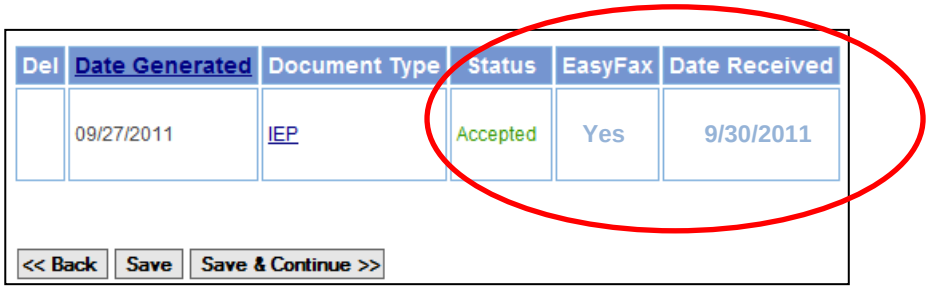
You may request to create a document in another language. At this time, only Spanish is available. When selected the system creates two versions of the same document. One in Spanish and the other in English.

Capturing Signatures

IndianaIEP uses EasyFax to capture signatures on notices.

Each finalized document will have a unique bar code for each document per student.

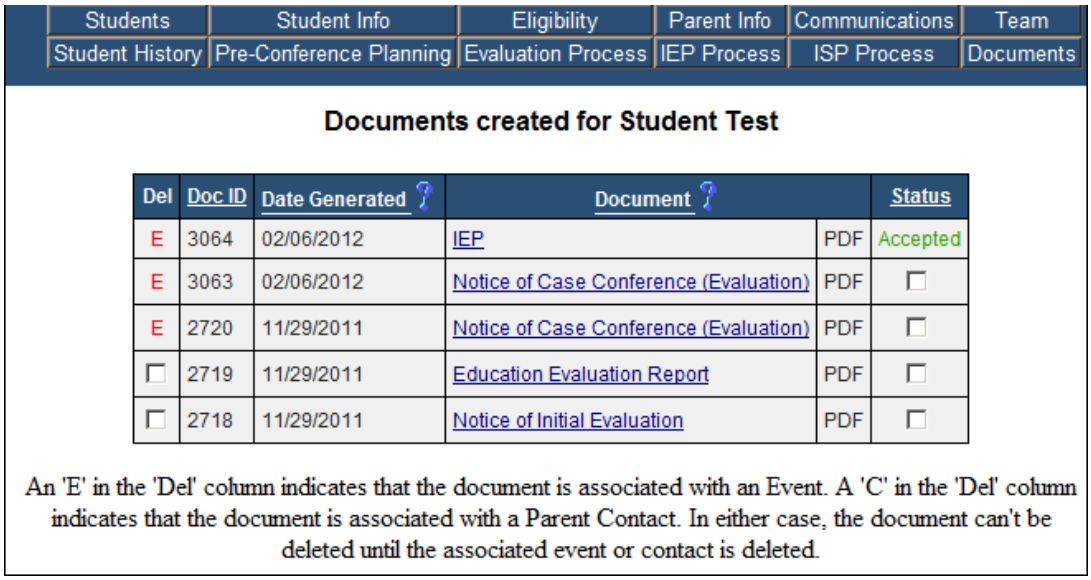
- Receive document with necessary signature
- Fax document to 888-865-5615
- Document will be scanned as a pdf and attached to the students record
- Load multiple documents for multiple students at once



Del	Date Generated	Document Type	Status	EasyFax	Date Received
	09/27/2011	IEP	Accepted	Yes	9/30/2011

<< Back | Save | Save & Continue >>

Viewing Document – Click on Documents tab on the Student Menu bar.



Students | Student Info | Eligibility | Parent Info | Communications | Team

Student History | Pre-Conference Planning | Evaluation Process | IEP Process | ISP Process | Documents

Documents created for Student Test

Del	Doc ID	Date Generated	Document		Status
E	3064	02/06/2012	IEP	PDF	Accepted
E	3063	02/06/2012	Notice of Case Conference (Evaluation)	PDF	☐
E	2720	11/29/2011	Notice of Case Conference (Evaluation)	PDF	☐
☐	2719	11/29/2011	Education Evaluation Report	PDF	☐
☐	2718	11/29/2011	Notice of Initial Evaluation	PDF	☐

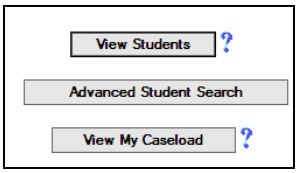
An 'E' in the 'Del' column indicates that the document is associated with an Event. A 'C' in the 'Del' column indicates that the document is associated with a Parent Contact. In either case, the document can't be deleted until the associated event or contact is deleted.

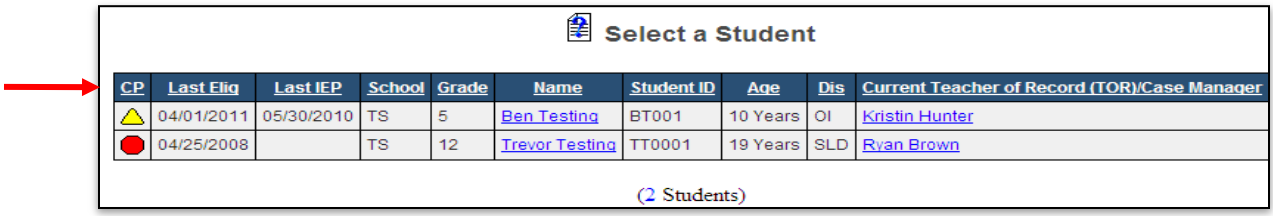
Finding a Student

In order to access a record, a TOR or Team Member must be a member of the student's "team" which places the record on the user's caseload.

To Access Your Caseload:

- Click **STUDENTS > VIEW MY CASELOAD**
- The students on your Caseload will appear.





Select a Student

CP	Last Elig	Last IEP	School	Grade	Name	Student ID	Age	Dis	Current Teacher of Record (TOR)/Case Manager
△	04/01/2011	05/30/2010	TS	5	Ben Testing	BT001	10 Years	OI	Kristin Hunter
●	04/25/2008		TS	12	Trevor Testing	TT0001	19 Years	SLD	Ryan Brown

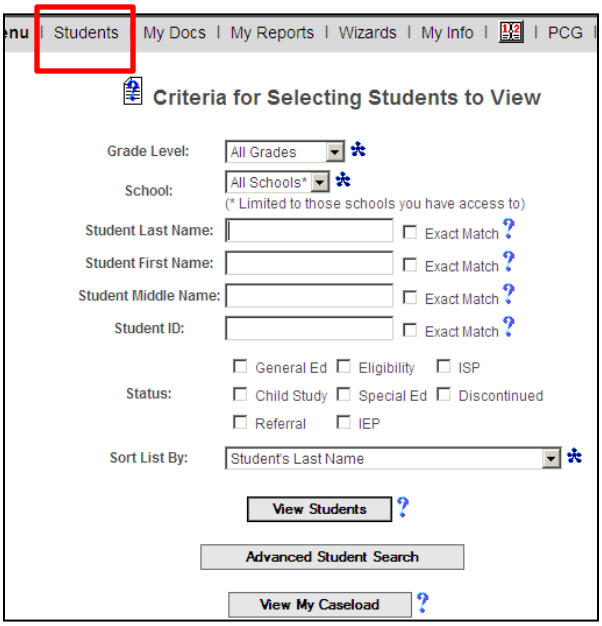
(2 Students)

- Click on any header to sort list
  - ➢ The compliance header will give you definitions to compliance symbols
- Click the student's name of the record you wish to review

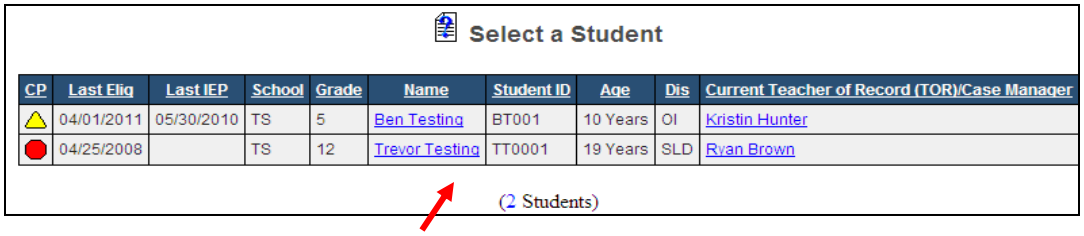
To Manually Search for a Student:

- From the Main Menu select **STUDENTS**
- Select criteria you wish to search

  Grade, School, Name (last, first, middle), Student ID, Status
- Click **VIEW STUDENTS** button



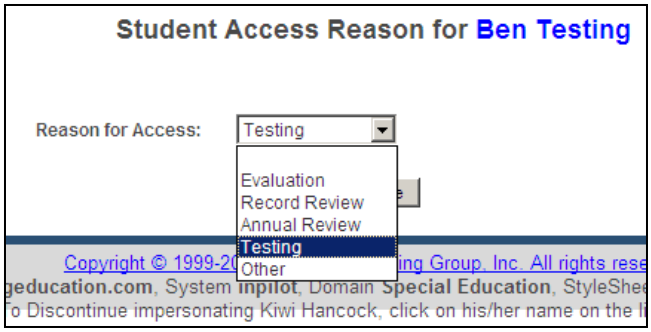
Accessing Student Record

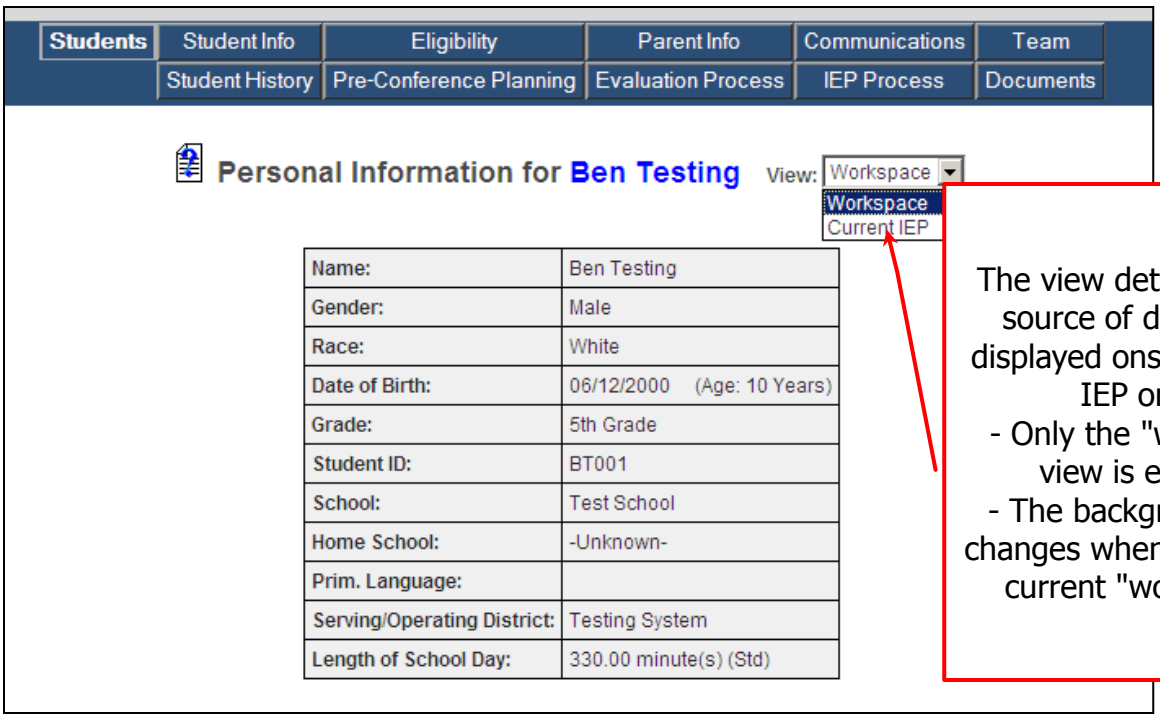


- Click on student's name to access account
- Select reason for access

Verify student information.

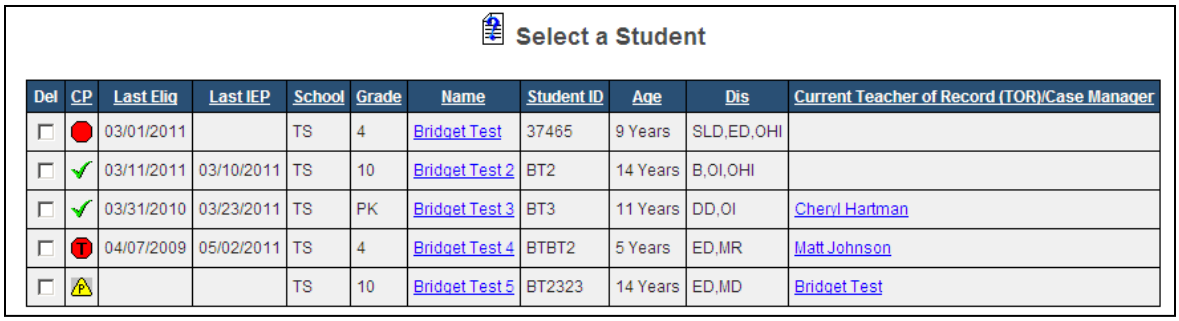
If data is not correct, notify your system administrator. This information must be changed through Learning Connection.





The view determines the source of data that is displayed onscreen for an IEP or ISP
- Only the "workspace" view is editable.
- The background color changes when not viewing current "workspace".

Visual Compliance



Select a Student

Del	CP	Last Elig	Last IEP	School	Grade	Name	Student ID	Age	Dis	Current Teacher of Record (TOR)/Case Manager
☐	●	03/01/2011		TS	4	Bridget Test	37465	9 Years	SLD,ED,OHI	
☐	✓	03/11/2011	03/10/2011	TS	10	Bridget Test 2	BT2	14 Years	B,OI,OHI	
☐	✓	03/31/2010	03/23/2011	TS	PK	Bridget Test 3	BT3	11 Years	DD,OI	Cheryl Hartman
☐	●	04/07/2009	05/02/2011	TS	4	Bridget Test 4	BTBT2	5 Years	ED,MR	Matt Johnson
☐	⚠			TS	10	Bridget Test 5	BT2323	14 Years	ED,MD	Bridget Test

View compliance for each student

✓ Student is in compliance and has all necessary documentation

⚠ Something is coming due and will need to be addressed

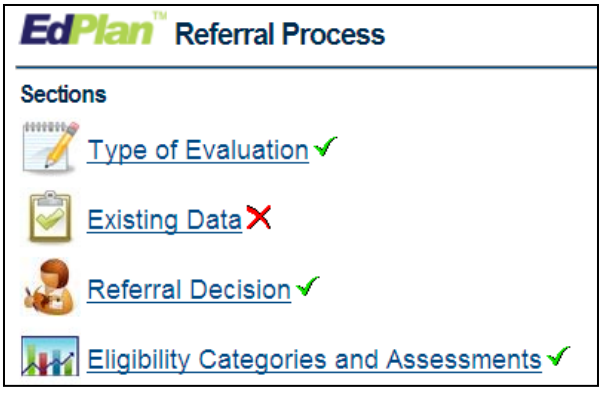
● Something is overdue

Rules of Completion are applied to each page when you click Save & Continue. In order to finalize a document, the account must be compliant.

✓ Page is compliant

✗ Something on this page is not complete or doesn't satisfy the rules of completion

[blank] Nothing has been touched on this page



EdPlan™ Referral Process

Sections

Type of Evaluation ✓

Existing Data ✗

Referral Decision ✓

Eligibility Categories and Assessments ✓

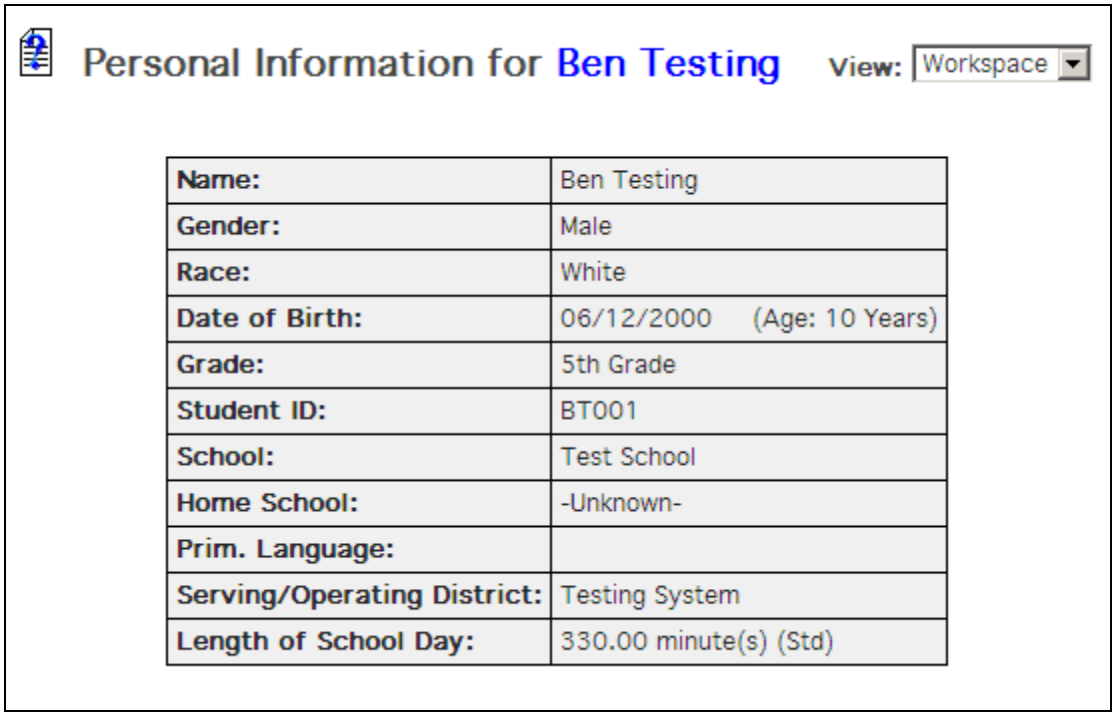
Compliance Symbols

Compliance Symbol Definitions

General Education	
✓	Student is not eligible for any type of special education.
⏸	This compliance symbol displays for any student for which a discontinuation of referral or parent consent denial occurred. The student has returned to the general education population.

Special Education	
✓	The student in fully compliant with all IEP / ISP / IFSP and Eligibility requirements.
✉	The student has a new Proposed IEP / ISP / IFSP or SPED / IFSP Eligibility and the system is waiting for the parent's response to be entered.
✉	The student has an overdue Proposed IEP / ISP / IFSP or SPED / IFSP Eligibility and the system is waiting for the parent's response to be entered.
⊘	The student's new IEP / ISP / IFSP or SPED / IFSP Eligibility has been Rejected and a new one must be Proposed.
!	The student has a Rejected IEP / ISP / IFSP or SPED / IFSP Eligibility and it has been over a set period of time after the rejection.
▲	The student is Eligible and has an IEP / ISP / IFSP and will soon require that a new IEP / ISP / IFSP be written.
●	The student is Eligible and has an IEP / ISP / IFSP, but is now past due to have a new one written and is now out of compliance.
T	The student has recently transferred into this school system and will soon require that a new IEP / ISP / IFSP be written.
R	The student has recently been re-activated in this school system and will soon require that a new IEP / ISP / IFSP be written.
▲T	The student has been determined Eligible for Special Education and will soon require their 3 year re-evaluation.
T	The student has been determined Eligible for Special Education but is past due for their 3 year re-evaluation and is out of compliance.
▲E	Student has been referred (and may have Parental Consent to Evaluate). The student will soon need their initial Eligibility determination completed.
E	Student has been referred (and may have Parental Consent to Evaluate). The student is now past due to receive their initial Eligibility determination and is out of compliance.
▲V	Student will soon require an Evaluation.
V	Student is past due for an Evaluation.
▲P	Student has been referred or is eligible, but will soon require Parental Consent to Evaluate.
P	Student has been referred or is eligible, but is past due to receive Parental Consent to Evaluate. The student is now out of compliance.
R	Student has been referred to child study. The student has not received necessary action and is now out of compliance.
▲R	Student has been referred to child study. The student is coming close to requiring further action (i.e. they are in a 'warning' state).
✓	Student has been referred to child study.

Student Personal Info

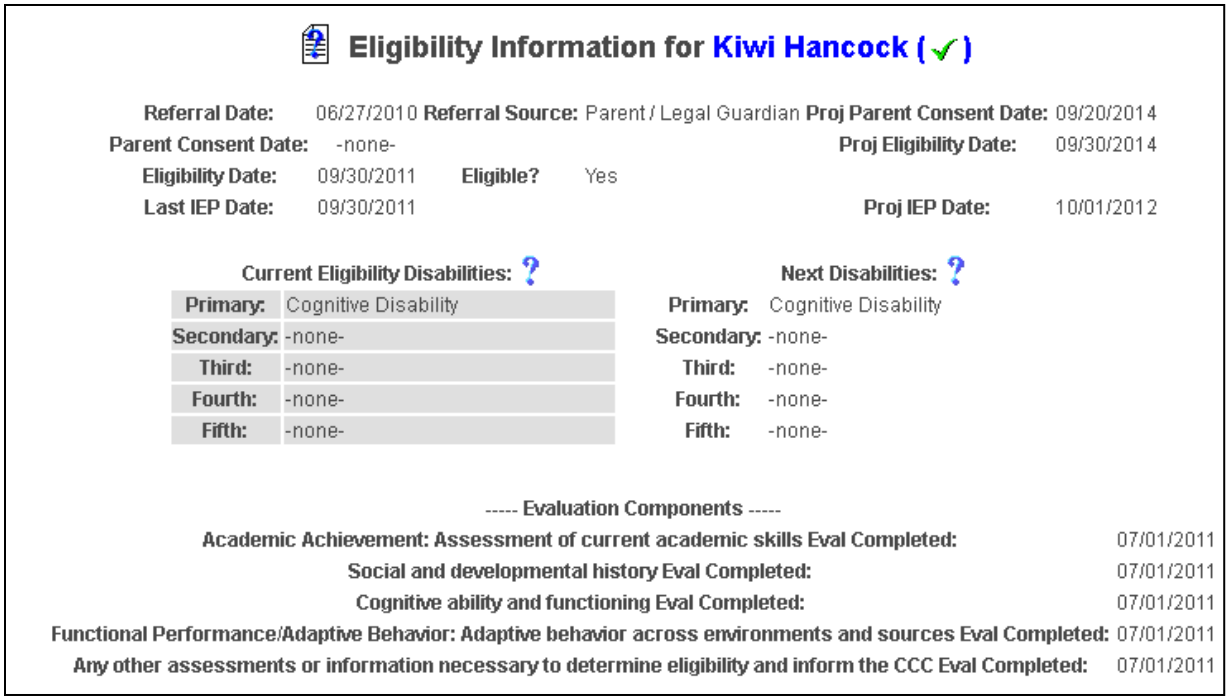


Verify that you have selected the correct student by checking the demographic information for that student.

IMPORTANT!

If data is incorrect, notify your System Administrator. This information must be corrected through RealTime/STN.

Eligibility



Eligibility Information for Kiwi Hancock (✓)

Referral Date:	06/27/2010	**Referral Source:**	Parent / Legal Guardian	**Proj Parent Consent Date:**	09/20/2014
Parent Consent Date:	-none-			**Proj Eligibility Date:**	09/30/2014
Eligibility Date:	09/30/2011	**Eligible?**	Yes		
Last IEP Date:	09/30/2011			**Proj IEP Date:**	10/01/2012

Current Eligibility Disabilities:	
Primary:	Cognitive Disability
Secondary:	-none-
Third:	-none-
Fourth:	-none-
Fifth:	-none-

Next Disabilities:	
Primary:	Cognitive Disability
Secondary:	-none-
Third:	-none-
Fourth:	-none-
Fifth:	-none-

----- Evaluation Components -----

Academic Achievement: Assessment of current academic skills Eval Completed:	07/01/2011
Social and developmental history Eval Completed:	07/01/2011
Cognitive ability and functioning Eval Completed:	07/01/2011
Functional Performance/Adaptive Behavior: Adaptive behavior across environments and sources Eval Completed:	07/01/2011
Any other assessments or information necessary to determine eligibility and inform the CCC Eval Completed:	07/01/2011

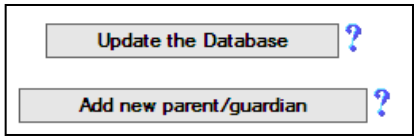
The Eligibility tab shows general information concerning the student record.

- Clicking on the compliance symbol displays the Student History page
- The top portion shows the last date in the system for the last Referral, Parent Consent, Eligibility, and IEP
  - The Eligibility Date is used to track the eligibility of the students, and to allow the notification of deadlines in the IEP compliance process
  - A Referral Date is NOT required if an IEP has already been generated
  - An Eligibility Date is NOT required if an IEP has already been generated
- The **Current Eligibility Disabilities** indicate what is active on the record
- The **Next Disabilities** indicate what will go in place when the next eligibility event is created – This column is not active on the record yet
- The bottom portion shows a list of evaluations for this record and the date the evaluation was completed

Parent & Non-Parent Information

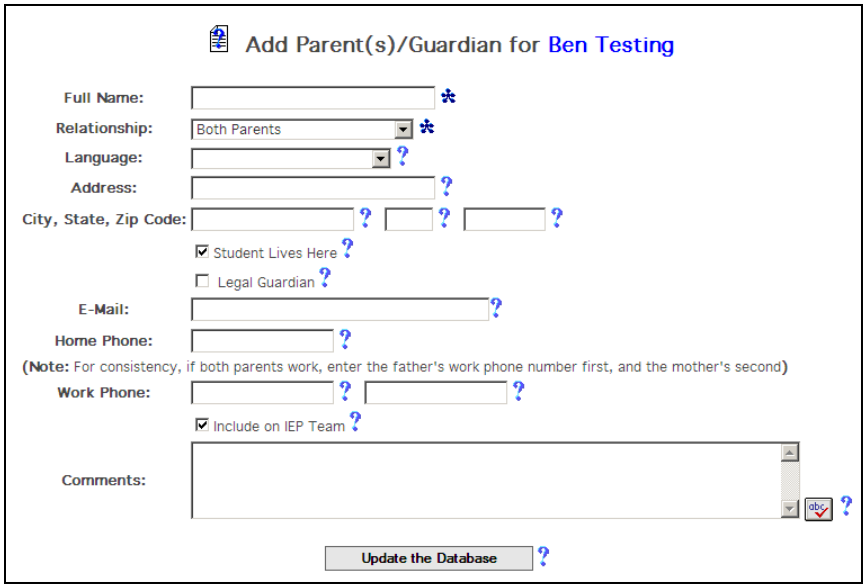
Enter Parent and Non-Parent information on the **PARENT INFO** tab.

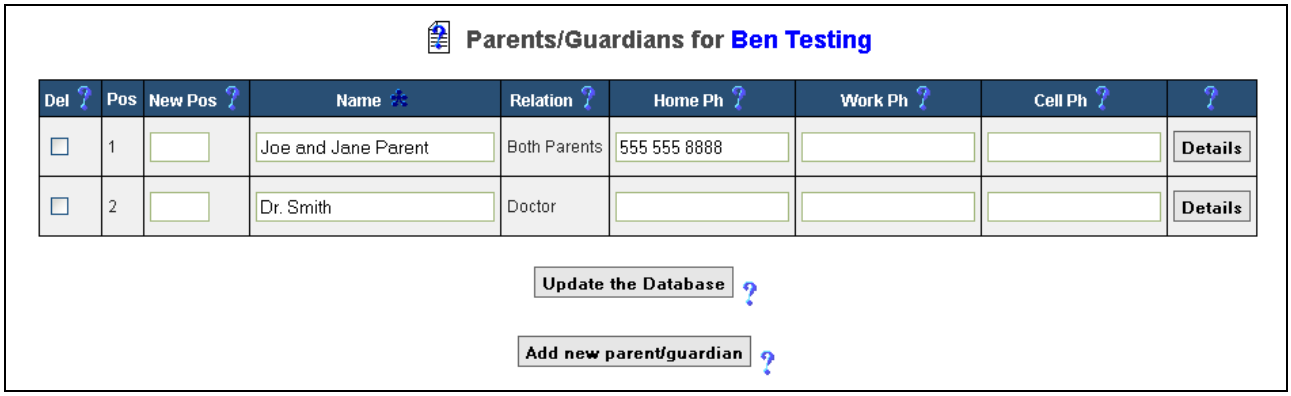
- Click **PARENT INFO** tab to on the blue menu bar
- Click **ADD NEW PARENT/GUARDIAN** button to add information to the file.
- Complete information
- Click **UPDATE THE DATABASE**



Relationship Options:

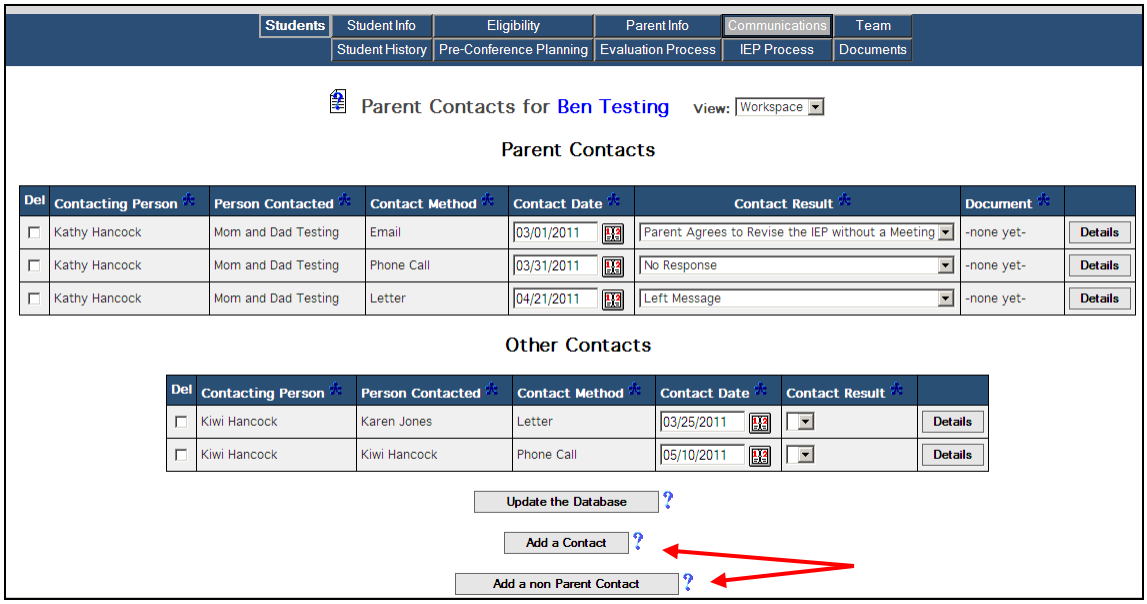
- Both Parent
- Father
- Mother
- Legal Guardian
- Other Relative
- Friend
- Educational Surrogate Parent
- Gen Ed Teacher
- Public Agency Rep
- Non Public Agency Rep
- Doctor
- Other





Communications

Keep a running log of all parent, guardian, and other source communications. To track this information you will need to click **COMMUNICATIONS** on the top menu bar.



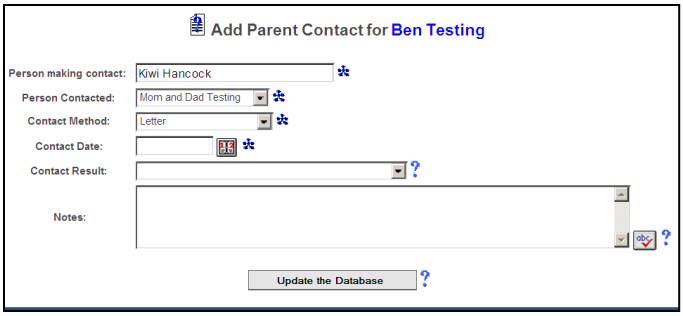
- Click **ADD A CONTACT** or **ADD A NON PARENT CONTACT**

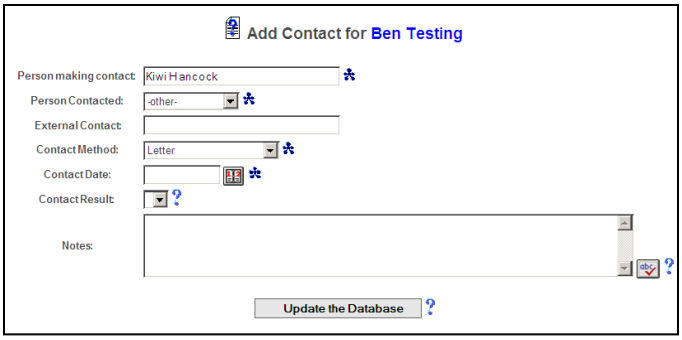
  Parent Contacts – Can be associated with a document in the IEP process. (i.e. received permission to evaluate)

  Non Parent Contacts – Cannot be associated with an IEP document

Communications cont.

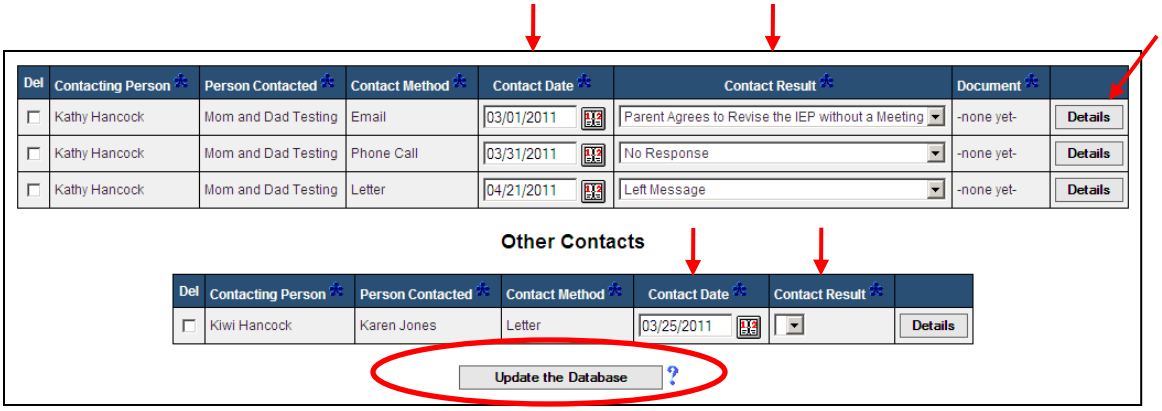
- Enter contact information
  - Person Contacted
  - Method
  - Date
  - Result
  - Notes
- Click **UPDATE THE DATABASE**
- System displays the Communication page with additions



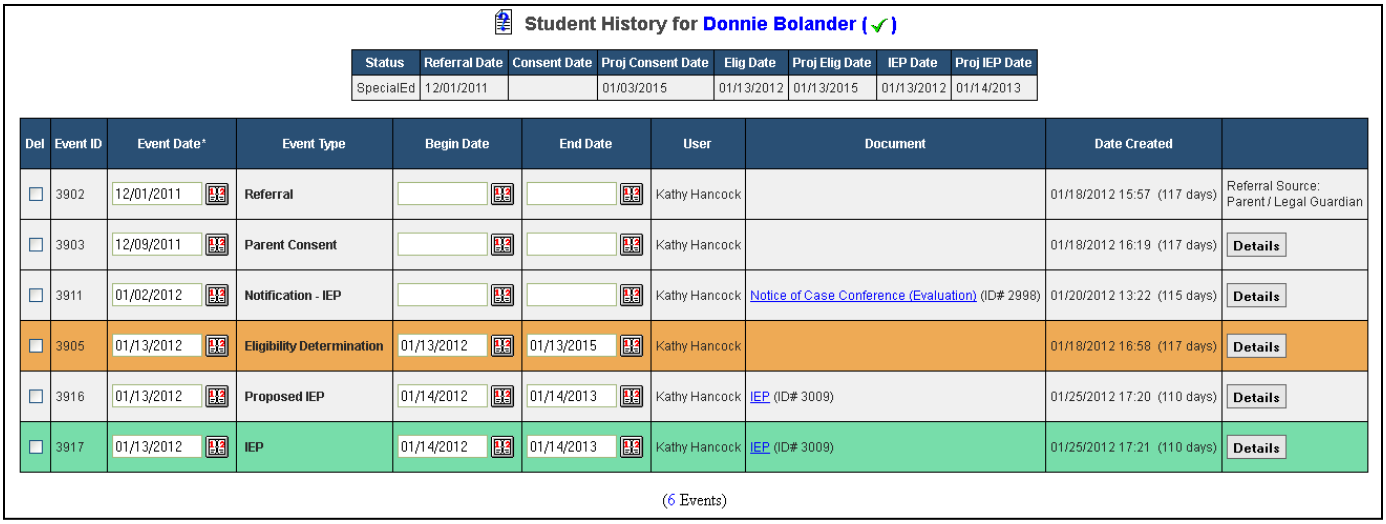


The Contact Date and Contact Results columns can be revised from the Communication page.

- Click **UPDATE THE DATABASE** when complete
- Click the **DETAILS** button to see notes



Student History Tab



Student History for Donnie Bolander (✓)

Status	Referral Date	Consent Date	Proj Consent Date	Elig Date	Proj Elig Date	IEP Date	Proj IEP Date
SpecialEd	12/01/2011		01/03/2015	01/13/2012	01/13/2015	01/13/2012	01/14/2013

Del	Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created	
☐	3902	12/01/2011	Referral			Kathy Hancock		01/18/2012 15:57 (117 days)	Referral Source: Parent / Legal Guardian
☐	3903	12/09/2011	Parent Consent			Kathy Hancock		01/18/2012 16:19 (117 days)	Details
☐	3911	01/02/2012	Notification - IEP			Kathy Hancock	Notice of Case Conference (Evaluation) (ID# 2998)	01/20/2012 13:22 (115 days)	Details
☐	3905	01/13/2012	Eligibility Determination	01/13/2012	01/13/2015	Kathy Hancock		01/18/2012 16:58 (117 days)	Details
☐	3916	01/13/2012	Proposed IEP	01/14/2012	01/14/2013	Kathy Hancock	IEP (ID# 3009)	01/25/2012 17:20 (110 days)	Details
☐	3917	01/13/2012	IEP	01/14/2012	01/14/2013	Kathy Hancock	IEP (ID# 3009)	01/25/2012 17:21 (110 days)	Details

(6 Events)

The Student History Page shows a detailed list of events that have been created for a student in chronological order by event date.

- **Event ID –** ID given to each event for tracking purposes
- **Event Date –** The date the event should take place; this is the meeting date for IEPs/ISPs and Eligibility Determinations
- **Event Type –** Type of event occurring
- **Begin/End Dates –** Indicates the begin and end dates when appropriate
- **User –** Name of user who created the event
- **Document –** Provides a document link if the event is associated with one
- **Date Created –** The date the user created the event
- **Details button –** Provides details of the event on a separate page

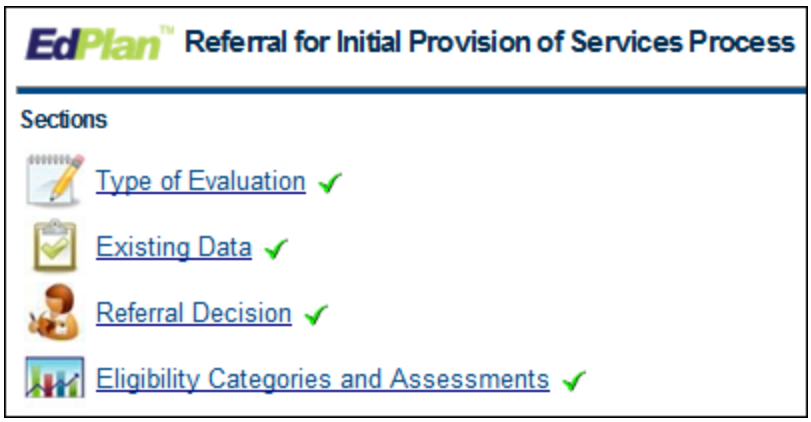
Highlighted events indicate the most current events in effect on the record. Here are the most common.

Bright Green	**Active IEP/ISP**
Light Green	Previous IEP/ISP
Blue	Proposed IEP/ISP
Gold	Active Eligibility
Red	Denial or Inactivation

Events created in error can be inactivated by contacting your District Administrator.

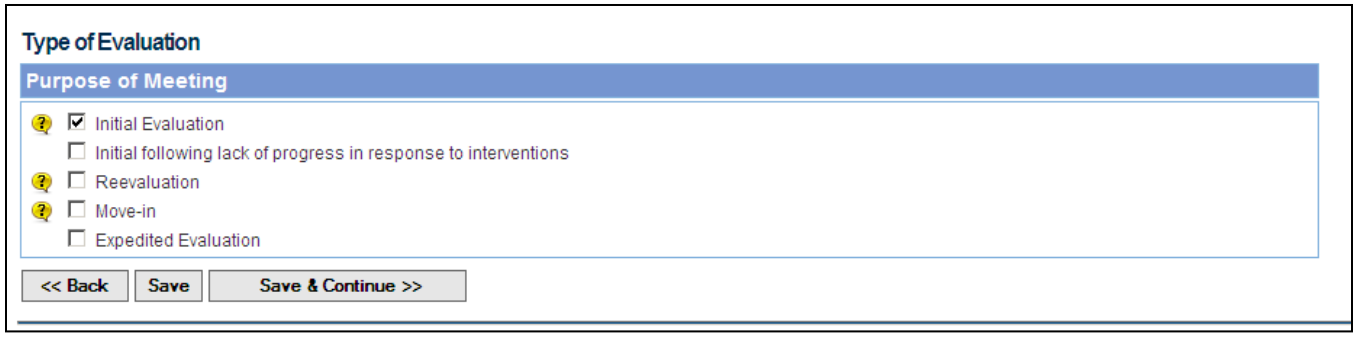
Pre-Conference Planning

Click **PRE-CONFERENCE PLANNING** from the Student Menu bar



Type of Evaluation

Select the purpose for the evaluation.



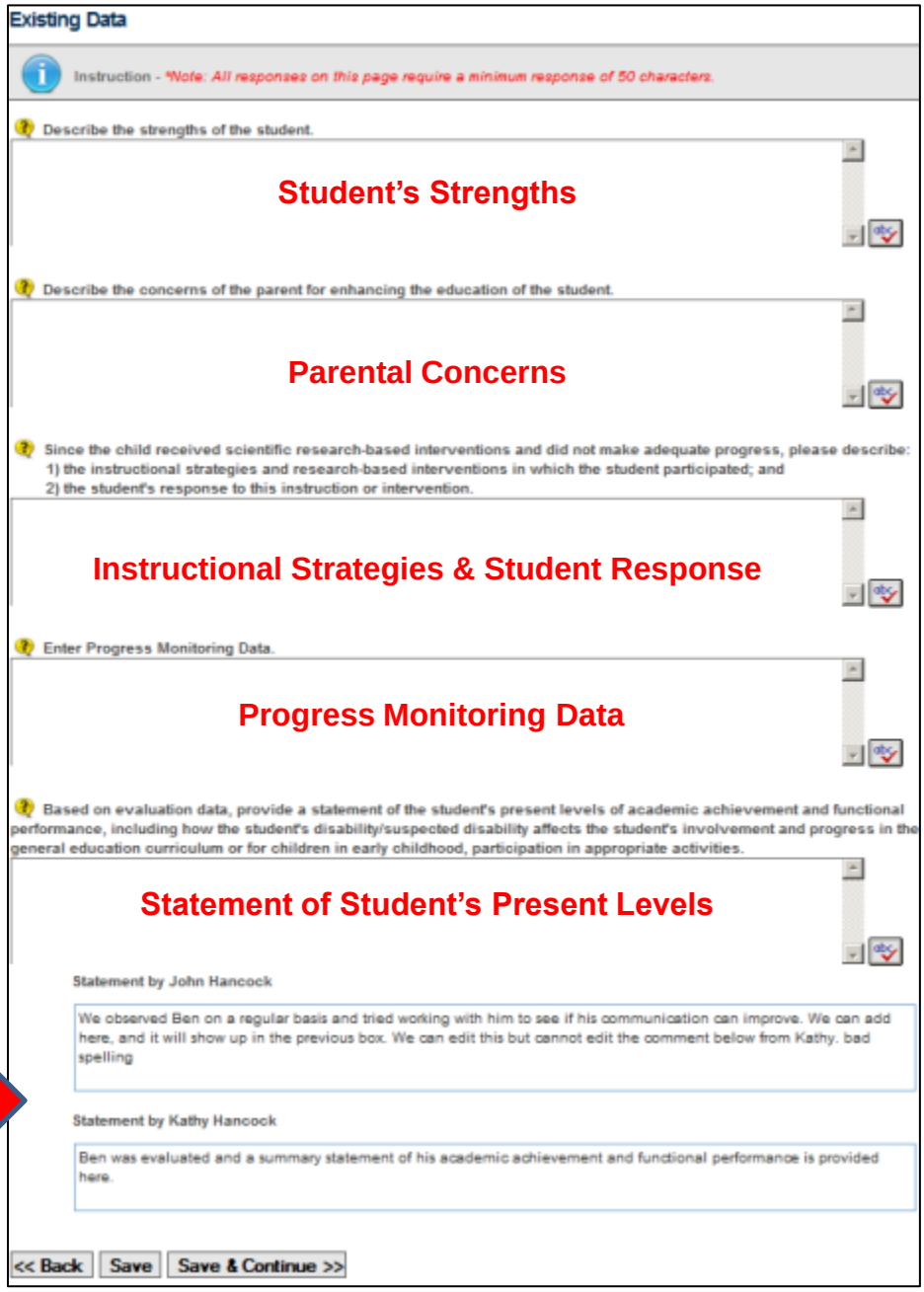
- Select the Type of Evaluation
- Click **SAVE & CONTINUE**

Existing Data

This information also appears in the Evaluation, IEP and ISP processes.

Enter specific existing data in the appropriate box.

- Each response requires at least 50 characters
- Each box has spell check
- Click **SAVE** button often as you complete the text boxes


Existing Data
Instruction - *Note: All responses on this page require a minimum response of 50 characters.
Describe the strengths of the student.
Student's Strengths
Describe the concerns of the parent for enhancing the education of the student.
Parental Concerns
Since the child received scientific research-based interventions and did not make adequate progress, please describe:
1) the instructional strategies and research-based interventions in which the student participated; and
2) the student's response to this instruction or intervention.
Instructional Strategies & Student Response
Enter Progress Monitoring Data.
Progress Monitoring Data
Based on evaluation data, provide a statement of the student's present levels of academic achievement and functional performance, including how the student's disability/suspected disability affects the student's involvement and progress in the general education curriculum or for children in early childhood, participation in appropriate activities.
Statement of Student's Present Levels
Statement by John Hancock
We observed Ben on a regular basis and tried working with him to see if his communication can improve. We can add here, and it will show up in the previous box. We can edit this but cannot edit the comment below from Kathy. bad spelling
Statement by Kathy Hancock
Ben was evaluated and a summary statement of his academic achievement and functional performance is provided here.
<< Back
Save
Save & Continue >>

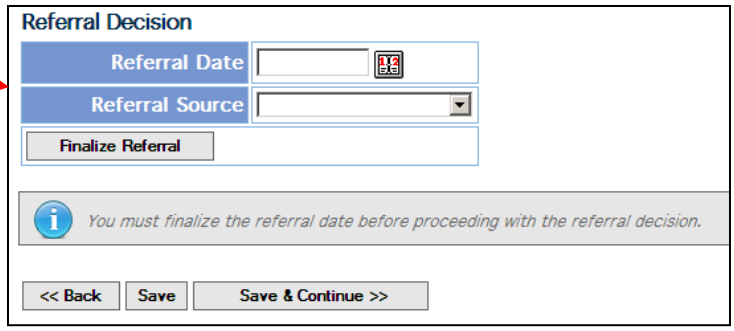
Statements about present levels of achievement may be included from multiple users. You will only have VIEW access to statements created by other users.

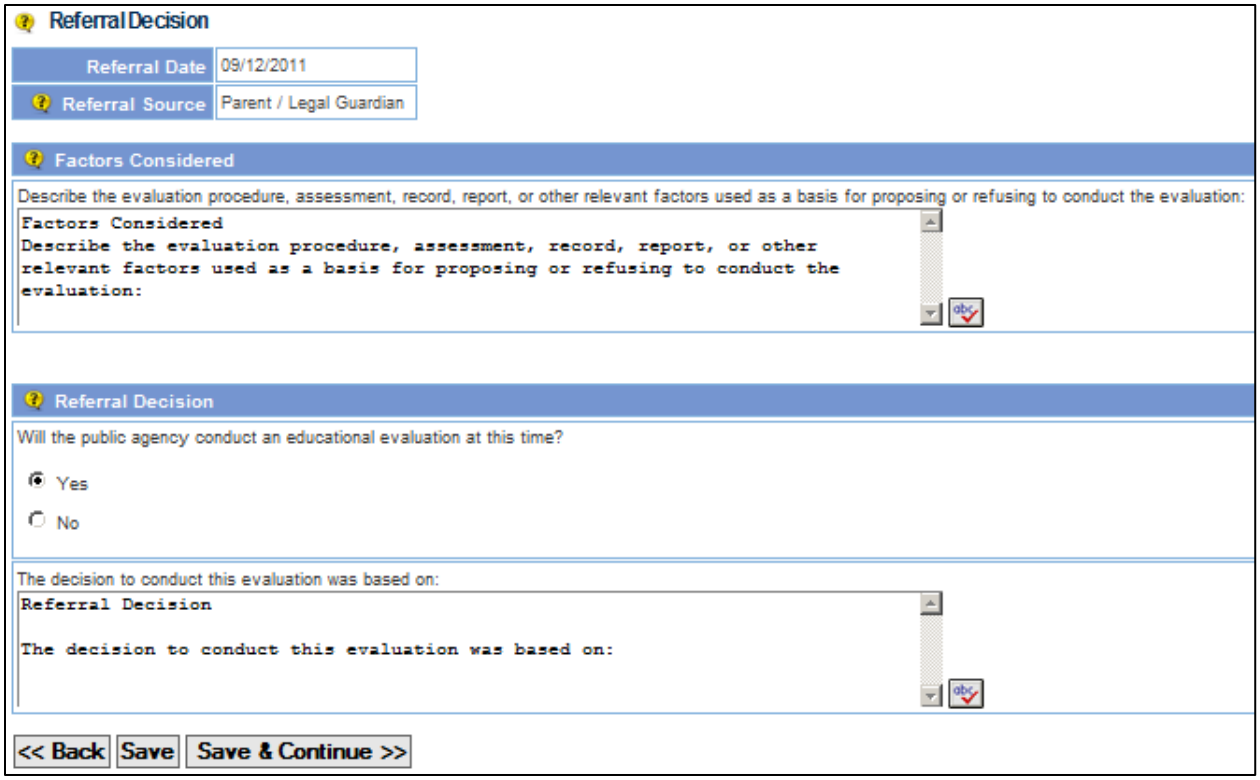
View Only

Referral Decision

New Referral

- Enter the Referral Date and Source
- Click **FINALIZE REFERRAL**
  - New referrals only



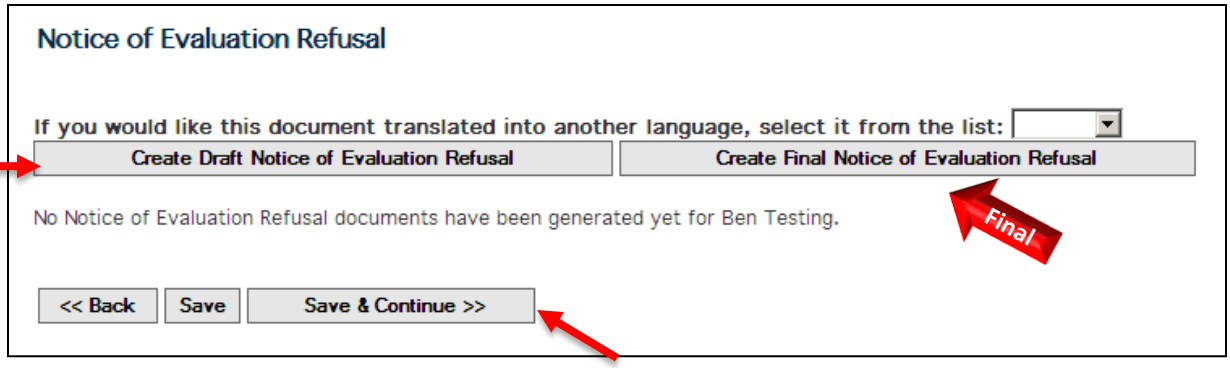

Referral Decision
Referral Date
09/12/2011
Referral Source
Parent / Legal Guardian
Factors Considered
Describe the evaluation procedure, assessment, record, report, or other relevant factors used as a basis for proposing or refusing to conduct the evaluation:
Factors Considered
Describe the evaluation procedure, assessment, record, report, or other relevant factors used as a basis for proposing or refusing to conduct the evaluation:
Referral Decision
Will the public agency conduct an educational evaluation at this time?
Yes
No
The decision to conduct this evaluation was based on:
Referral Decision
The decision to conduct this evaluation was based on:
<< Back
Save
Save & Continue >>

- Describe the Factors Considered
- Indicate Evaluation Decision
  - An appropriate text box appears to document your decision
- If the decision is "No", create the Notice of Evaluation Refusal
- Click **SAVE & CONTINUE**

Notice of Evaluation Refusal

Create Draft Notice of Evaluation Refusal

- Click **CREATE DRAFT NOTICE OF EVALUATION REFUSAL**
- Click document name to view
- Click **SAVE**

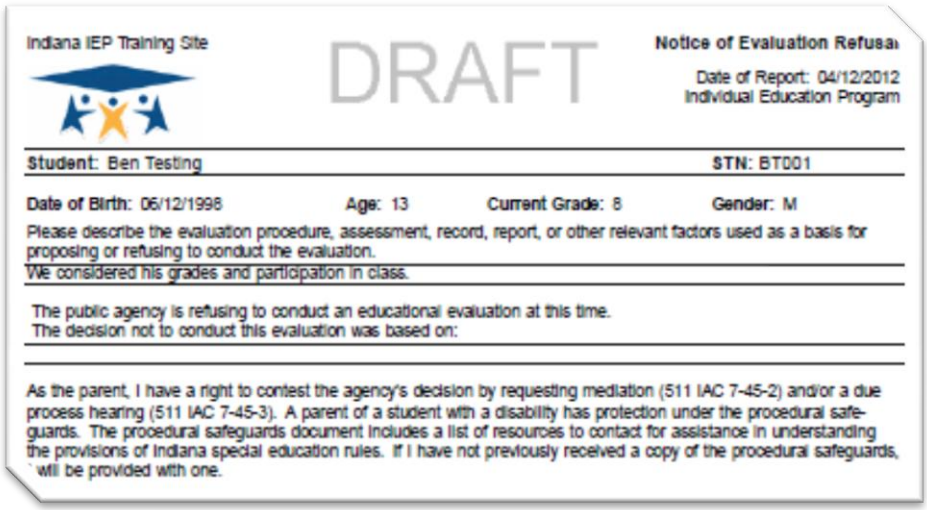

Notice of Evaluation Refusal
If you would like this document translated into another language, select it from the list:
Create Draft Notice of Evaluation Refusal
Create Final Notice of Evaluation Refusal
No Notice of Evaluation Refusal documents have been generated yet for Ben Testing.
Final
<< Back
Save
Save & Continue >>

Make Final Notice to send and to archive in system

- Click **CREATE FINAL NOTICE OF EVALUATION REFUSAL**
- Click document name to view and/or print
- Click **SAVE & CONTINUE**

REMEMBER!

You must create and send a Final Notice to archive it to the account.


Indiana IEP Training Site

DRAFT

Notice of Evaluation Refusal

Date of Report: 04/12/2012
Individual Education Program

Student: Ben Testing **STN:** BT001

Date of Birth: 06/12/1998 **Age:** 13 **Current Grade:** 8 **Gender:** M

Please describe the evaluation procedure, assessment, record, report, or other relevant factors used as a basis for proposing or refusing to conduct the evaluation.

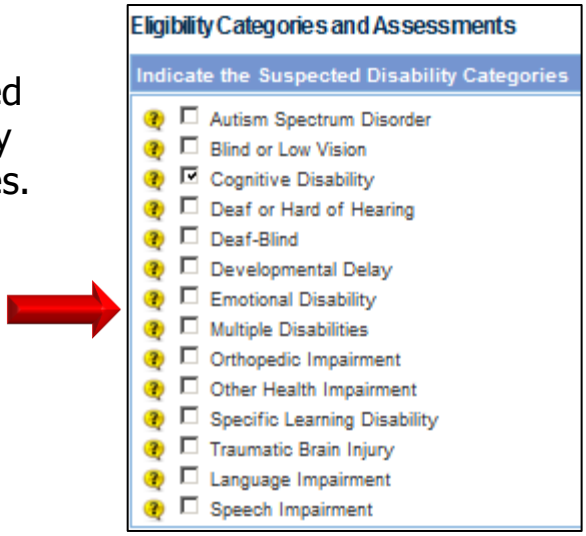
We considered his grades and participation in class.

The public agency is refusing to conduct an educational evaluation at this time.
The decision not to conduct this evaluation was based on:

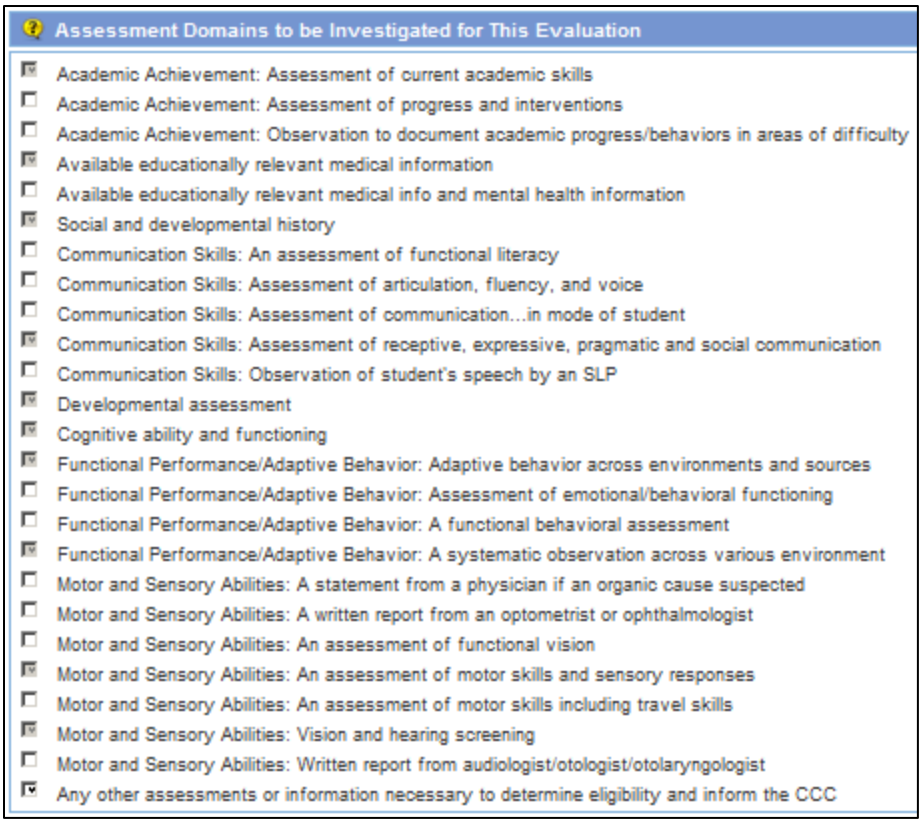
As the parent, I have a right to contest the agency's decision by requesting mediation (511 IAC 7-45-2) and/or a due process hearing (511 IAC 7-45-3). A parent of a student with a disability has protection under the procedural safeguards. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules. If I have not previously received a copy of the procedural safeguards, I will be provided with one.

Eligibility Categories & Assessments

Choose suspected disability categories.



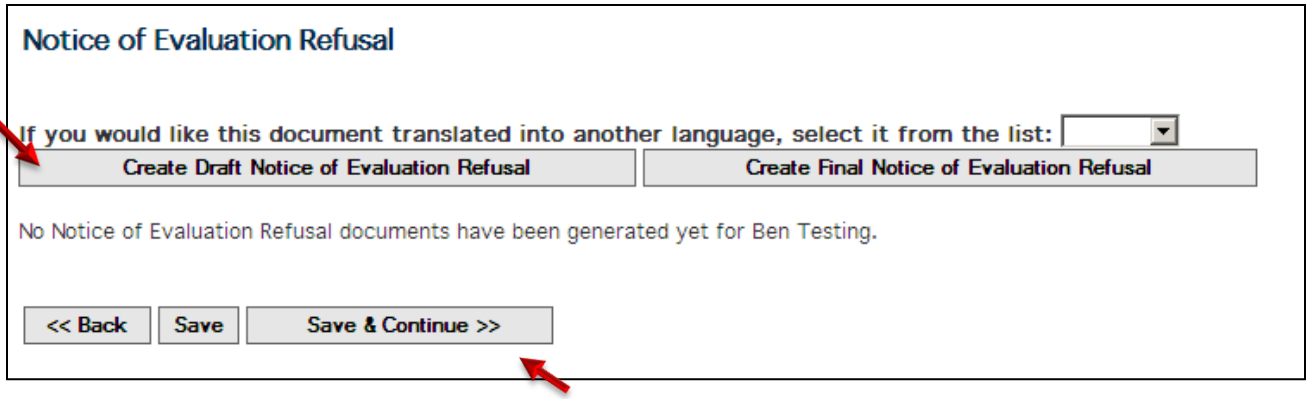
- Required assessments, based off disability categories selected, will automatically be selected
- Click any additional evaluations to be completed


Assessment Domains to be Investigated for This Evaluation
Academic Achievement: Assessment of current academic skills
Academic Achievement: Assessment of progress and interventions
Academic Achievement: Observation to document academic progress/behaviors in areas of difficulty
Available educationally relevant medical information
Available educationally relevant medical info and mental health information
Social and developmental history
Communication Skills: An assessment of functional literacy
Communication Skills: Assessment of articulation, fluency, and voice
Communication Skills: Assessment of communication...in mode of student
Communication Skills: Assessment of receptive, expressive, pragmatic and social communication
Communication Skills: Observation of student's speech by an SLP
Developmental assessment
Cognitive ability and functioning
Functional Performance/Adaptive Behavior: Adaptive behavior across environments and sources
Functional Performance/Adaptive Behavior: Assessment of emotional/behavioral functioning
Functional Performance/Adaptive Behavior: A functional behavioral assessment
Functional Performance/Adaptive Behavior: A systematic observation across various environment
Motor and Sensory Abilities: A statement from a physician if an organic cause suspected
Motor and Sensory Abilities: A written report from an optometrist or ophthalmologist
Motor and Sensory Abilities: An assessment of functional vision
Motor and Sensory Abilities: An assessment of motor skills and sensory responses
Motor and Sensory Abilities: An assessment of motor skills including travel skills
Motor and Sensory Abilities: Vision and hearing screening
Motor and Sensory Abilities: Written report from audiologist/otologist/otolaryngologist
Any other assessments or information necessary to determine eligibility and inform the CCC

Information from outside agencies may require additional parental consent for release of information to the school concerning the procedures for your district.

Some assessments may require additional parental consent.

Notice of Initial Evaluation


Notice of Evaluation Refusal
If you would like this document translated into another language, select it from the list:
Create Draft Notice of Evaluation Refusal
Create Final Notice of Evaluation Refusal
No Notice of Evaluation Refusal documents have been generated yet for Ben Testing.
<< Back
Save
Save & Continue >>

View/Print Notice of Initial Evaluation

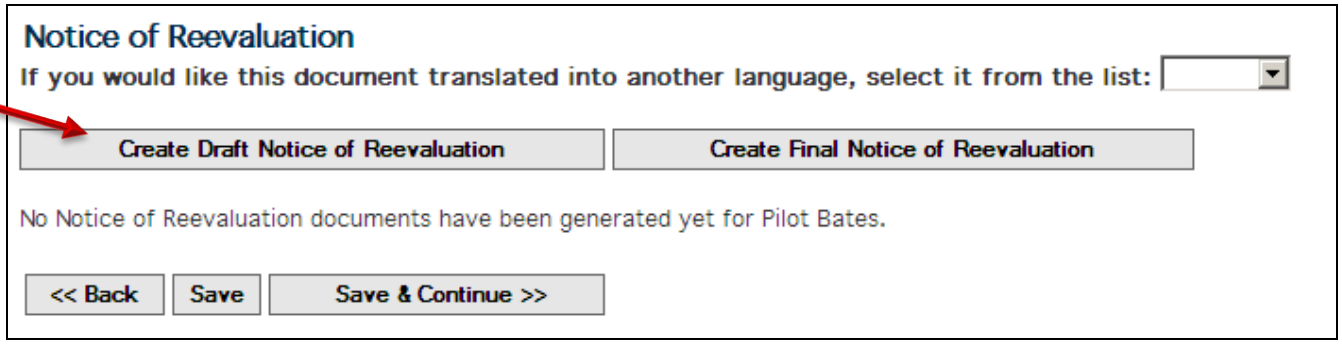
- Click **CREATE DRAFT or FINAL NOTICE OF INITIAL EVALUATION**
- The system displays the Notice file with the date generated
- Click notice that you want to view and/or print

Remember to click

Save & Continue

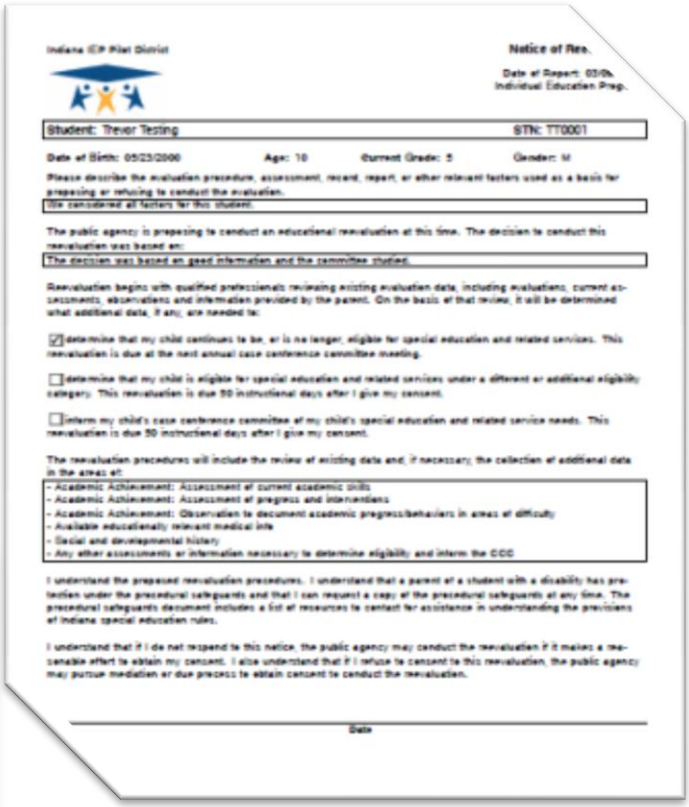
when you are done

Notice of Reevaluation


Notice of Reevaluation
If you would like this document translated into another language, select it from the list:
Create Draft Notice of Reevaluation
Create Final Notice of Reevaluation
No Notice of Reevaluation documents have been generated yet for Pilot Bates.
<< Back
Save
Save & Continue >>

View/Print Notice of Reevaluation

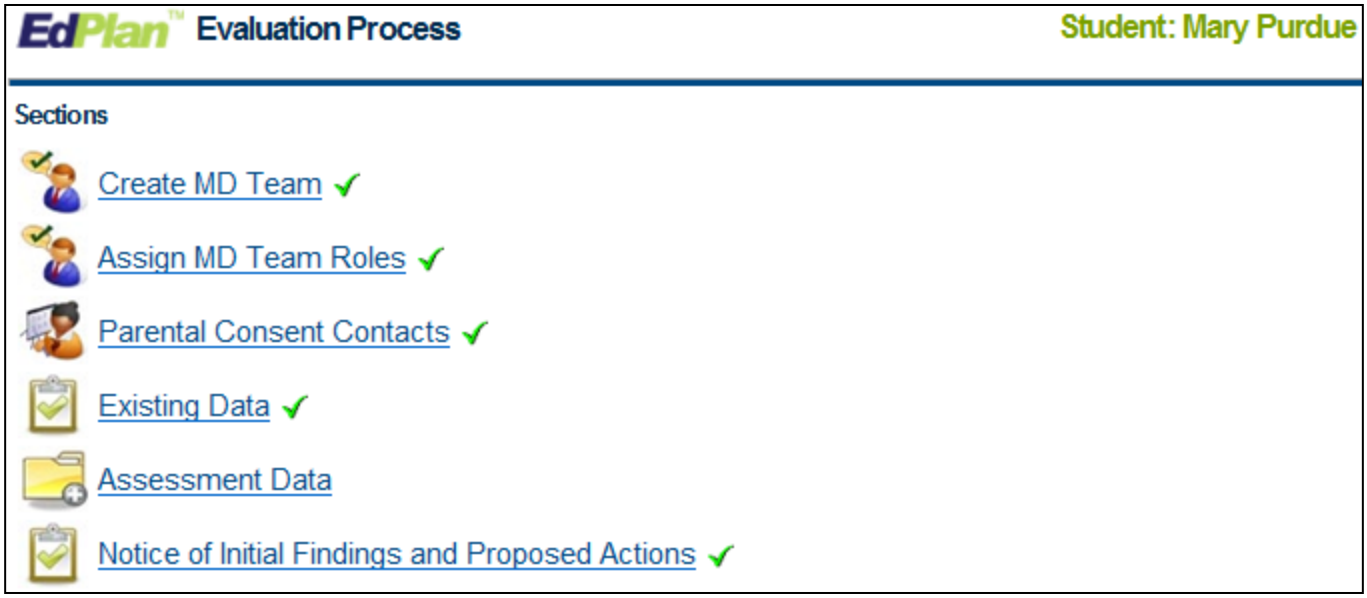
- Click **CREATE DRAFT OR FINAL NOTICE OF REEVALUATION**
- The system displays the Notice file with the date generated
- Click on the notice that you want to view and/or print



REMEMBER!

Only Final documents will archive with the account. You must create a final to complete this process

Evaluation Process

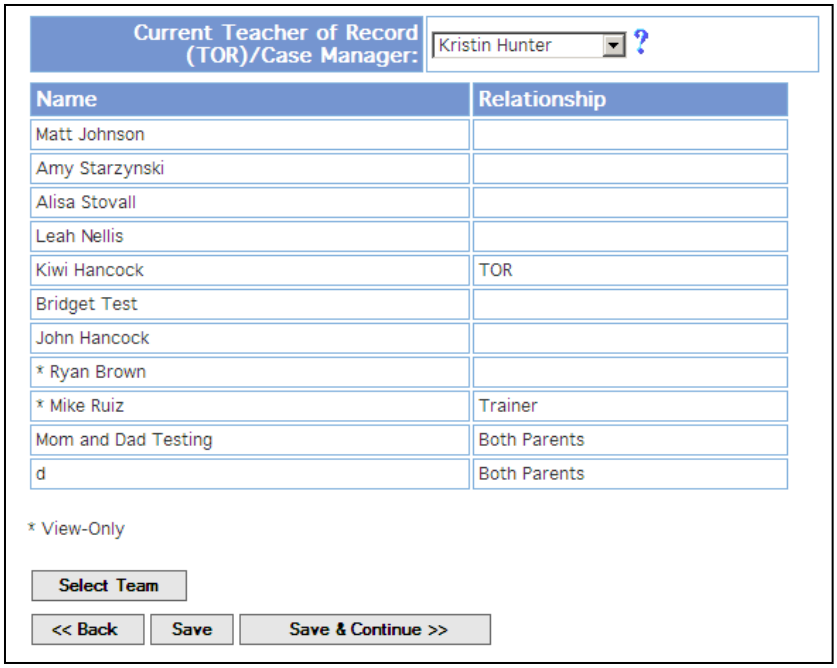


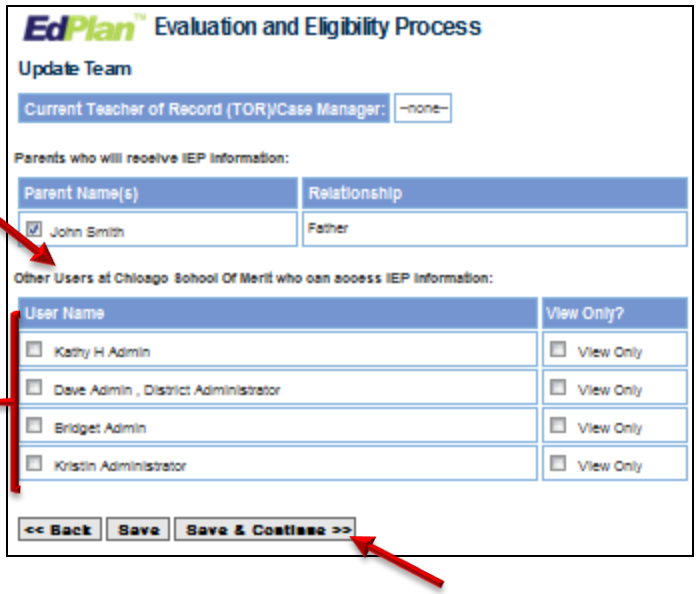
Click **EVALUATION PROCESS** on the Student Menu bar

Navigation Menu for Evaluation Process
Create MD Team
Assign MD Team Roles (Current Selection)
Parental Consent Contacts
Existing Data
Assessment Data
Notice of Initial Findings and Proposed Actions

Create MD Team

- Choose a Teacher of Record/Case Manager from the list provided.
- Review team members
- Click **SELECT TEAM** to add other members



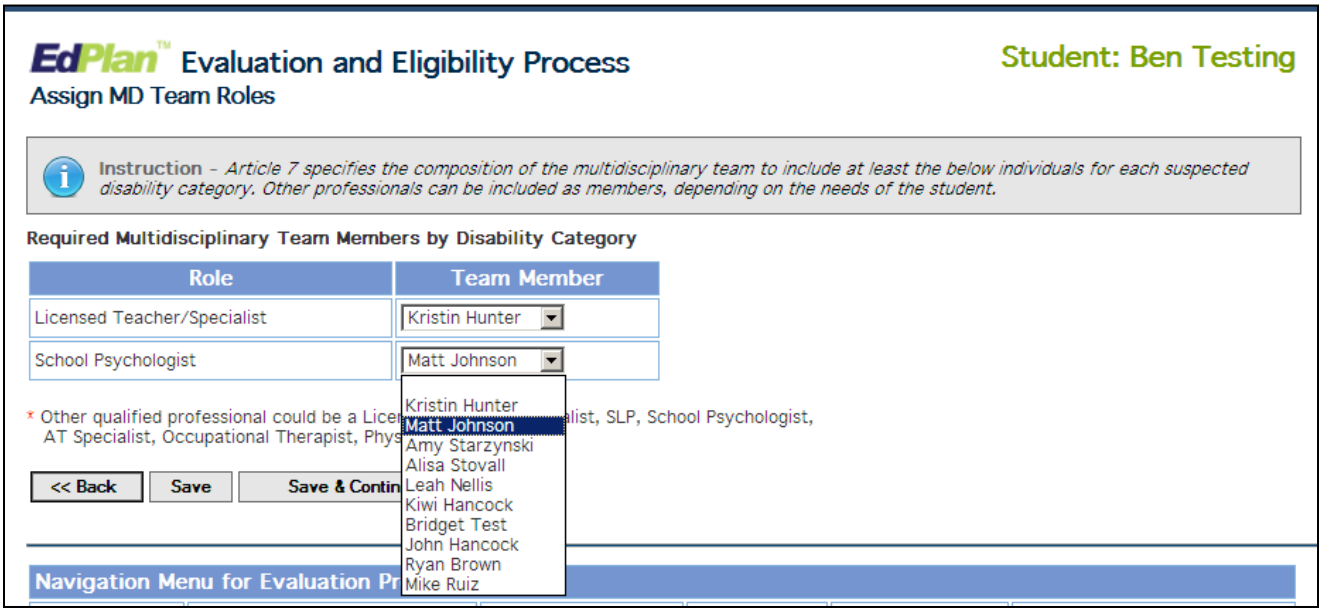


- Select parents/guardians who will receive IEP information
- Select other team members from same school
- Click **SAVE & CONTINUE**

The system populates the Create MD Team page with your selections

- Click **SAVE & CONTINUE** on the Review Team page to continue to the Assign MD Team Roles page

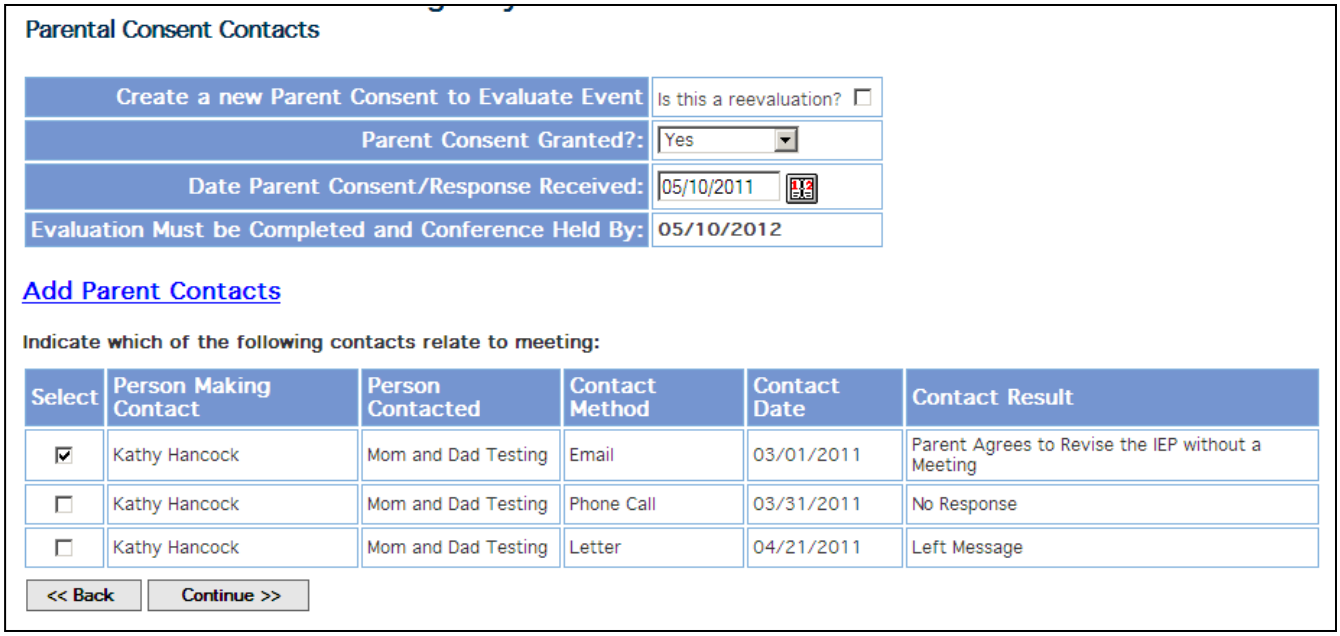
Assign MD Team Roles


EdPlan™ Evaluation and Eligibility Process
Assign MD Team Roles
Student: Ben Testing
Instruction - Article 7 specifies the composition of the multidisciplinary team to include at least the below individuals for each suspected disability category. Other professionals can be included as members, depending on the needs of the student.
Required Multidisciplinary Team Members by Disability Category
Role
Team Member
Licensed Teacher/Specialist
Kristin Hunter
School Psychologist
Matt Johnson
Kristin Hunter
Matt Johnson
Amy Starzynski
Alisa Stovall
Leah Nellis
Kiwi Hancock
Bridget Test
John Hancock
Ryan Brown
Mike Ruiz
* Other qualified professional could be a Licel
alist, SLP, School Psychologist,
AT Specialist, Occupational Therapist, Phys
<< Back
Save
Save & Contin
Navigation Menu for Evaluation Pr

The list of roles on this screen are determined by federal and state requirements for the suspected disability categories selected during the Pre-Conference Planning Process.

- Select a team member to fill a team role
- A person may satisfy more than one role
- Click **SAVE & CONTINUE**

Parental Consent Contacts


Parental Consent Contacts

Create a new Parent Consent to Evaluate Event	Is this a reevaluation? ☐
Parent Consent Granted?:	Yes
Date Parent Consent/Response Received:	05/10/2011
Evaluation Must be Completed and Conference Held By:	05/10/2012

Add Parent Contacts

Indicate which of the following contacts relate to meeting:

Select	Person Making Contact	Person Contacted	Contact Method	Contact Date	Contact Result
☑	Kathy Hancock	Mom and Dad Testing	Email	03/01/2011	Parent Agrees to Revise the IEP without a Meeting
☐	Kathy Hancock	Mom and Dad Testing	Phone Call	03/31/2011	No Response
☐	Kathy Hancock	Mom and Dad Testing	Letter	04/21/2011	Left Message

<< Back Continue >>

- Select Parent Response
- Enter Date Parent Consent/Response Received
  - The system will calculate the "Evaluation must be completed and conference held by" date.
- Select which parental contact is associated with this document
- Click **SAVE & CONTINUE**

Adding Parent Contacts

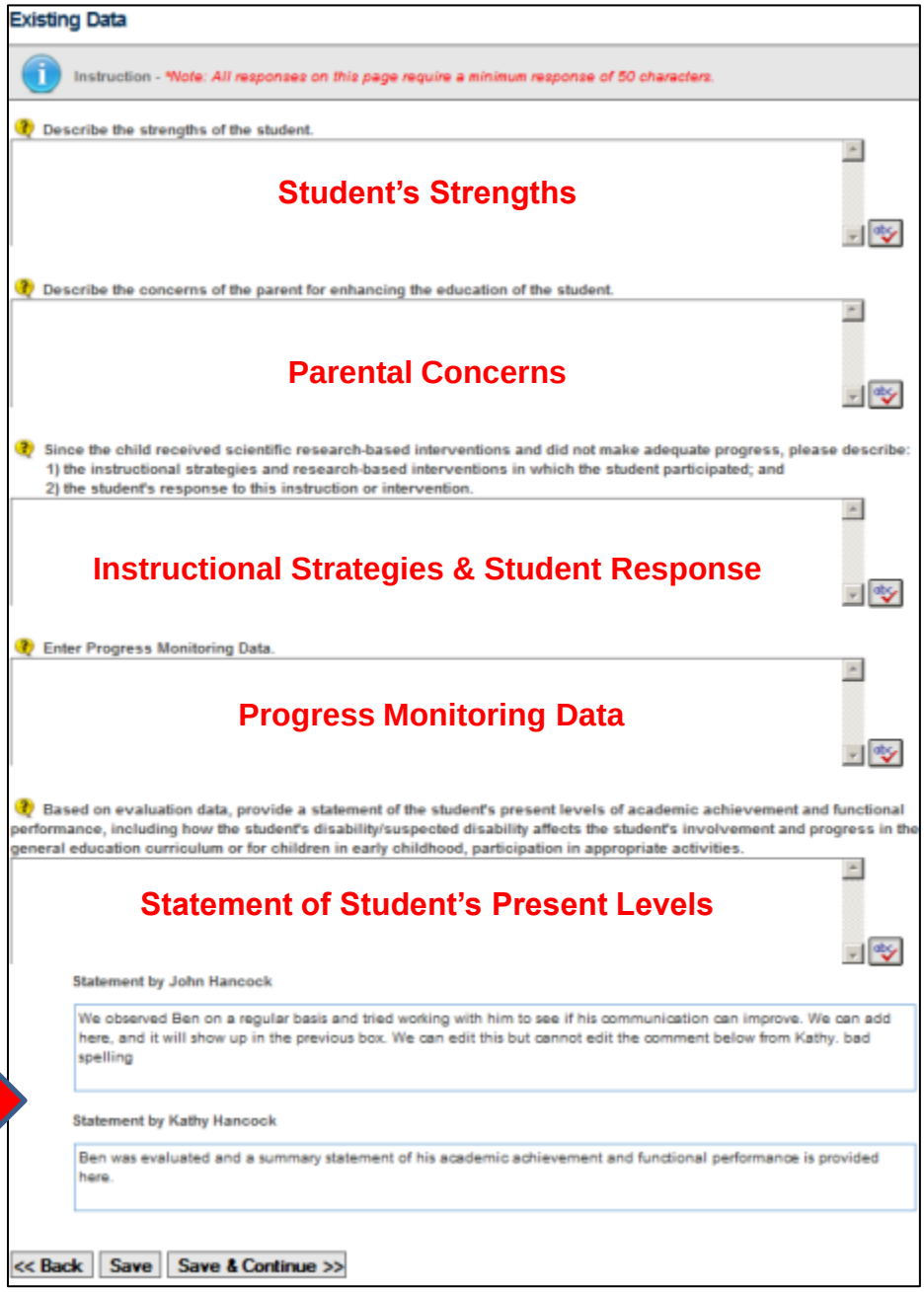
For assistance with adding Parental Contacts, see the "Communications" section of this manual.

Existing Data

This information also appears in the Pre-Conference Planning, IEP and ISP processes.

Enter specific existing data in the appropriate box.

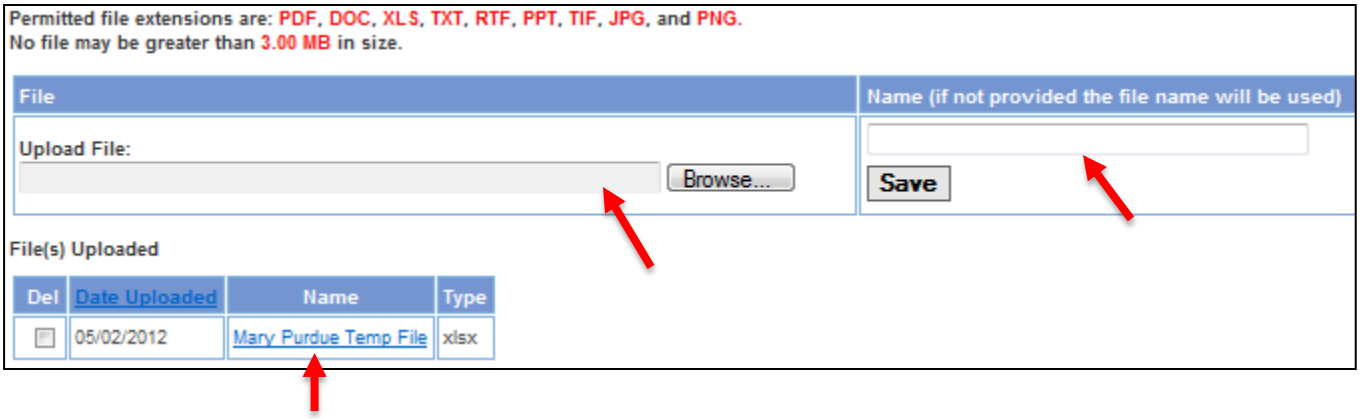
- Each response requires at least 50 characters
- Each box has spell check
- Click **SAVE** button often as you complete the text boxes


Existing Data
Instruction - *Note: All responses on this page require a minimum response of 50 characters.
Describe the strengths of the student.
Student's Strengths
Describe the concerns of the parent for enhancing the education of the student.
Parental Concerns
Since the child received scientific research-based interventions and did not make adequate progress, please describe:
1) the instructional strategies and research-based interventions in which the student participated; and
2) the student's response to this instruction or intervention.
Instructional Strategies & Student Response
Enter Progress Monitoring Data.
Progress Monitoring Data
Based on evaluation data, provide a statement of the student's present levels of academic achievement and functional performance, including how the student's disability/suspected disability affects the student's involvement and progress in the general education curriculum or for children in early childhood, participation in appropriate activities.
Statement of Student's Present Levels
Statement by John Hancock
We observed Ben on a regular basis and tried working with him to see if his communication can improve. We can add here, and it will show up in the previous box. We can edit this but cannot edit the comment below from Kathy. bad spelling
Statement by Kathy Hancock
Ben was evaluated and a summary statement of his academic achievement and functional performance is provided here.
<< Back
Save
Save & Continue >>

Statements about present levels of achievement may be included from multiple users. You will only have VIEW access to statements created by other users.

View Only

Uploading Documents



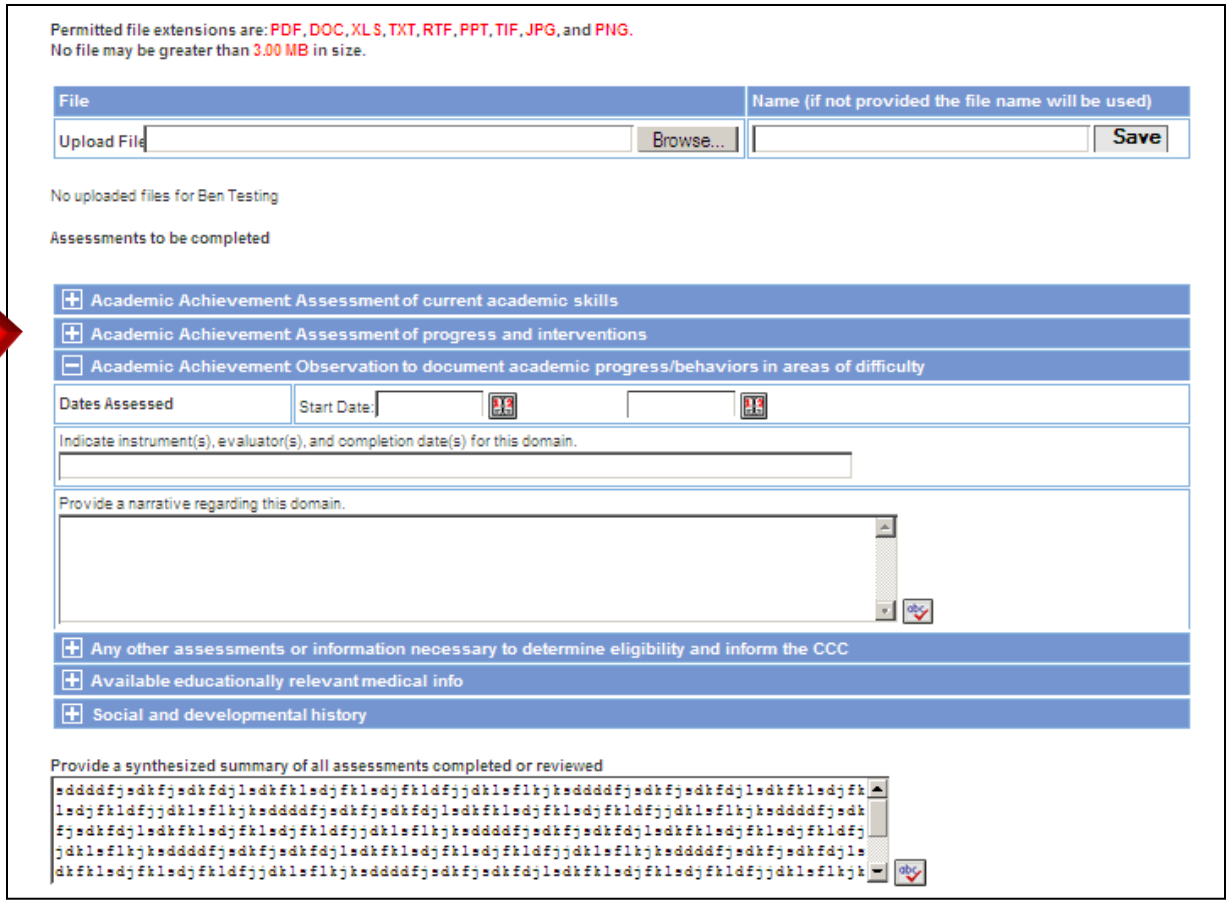
Users may upload certain file types to the account

- Indicate the name and location of the file
- Name document – Optional
- Click **SAVE**
- To view document, click on document name
- Documents may be printed
- All documents can also be found under the Documents tab on the blue menu bar

File Requirements

- Permitted file extensions are: PDF, DOC, XLS, TXT, RTF, PPT, TIF, JPG, and PNG.
- No file may be greater than 3.00 MB in size.

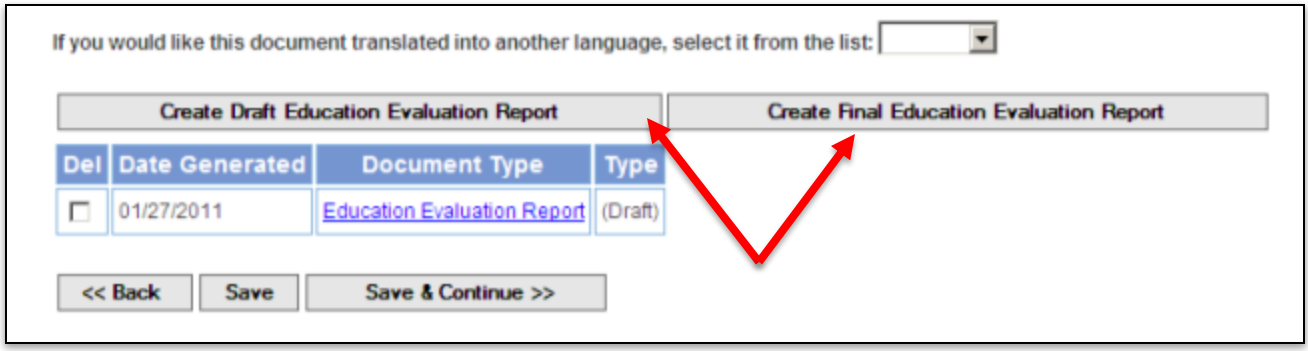
Assessment Data


Permitted file extensions are: PDF, DOC, XLS, TXT, RTF, PPT, TIF, JPG, and PNG.
No file may be greater than 3.00 MB in size.
File
Name (if not provided the file name will be used)
Upload File
Browse...
Save
No uploaded files for Ben Testing
Assessments to be completed
Click to reveal/hide
Academic Achievement Assessment of current academic skills
Academic Achievement Assessment of progress and interventions
Academic Achievement Observation to document academic progress/behaviors in areas of difficulty
Dates Assessed
Start Date:
Indicate instrument(s), evaluator(s), and completion date(s) for this domain.
Provide a narrative regarding this domain.
Any other assessments or information necessary to determine eligibility and inform the CCC
Available educationally relevant medical info
Social and developmental history
Provide a synthesized summary of all assessments completed or reviewed

- Select which assessment you wish to enter
- Enter Assessment Begin Date, End Date, Instrument Name and Evaluator
- Narrative must be at least 200 characters
- Repeat for all assessments shown
- Enter a synthesized summary of all assessments

The system only shows the assessments selected during the Pre-Conference Planning Process.

Education Evaluation Report

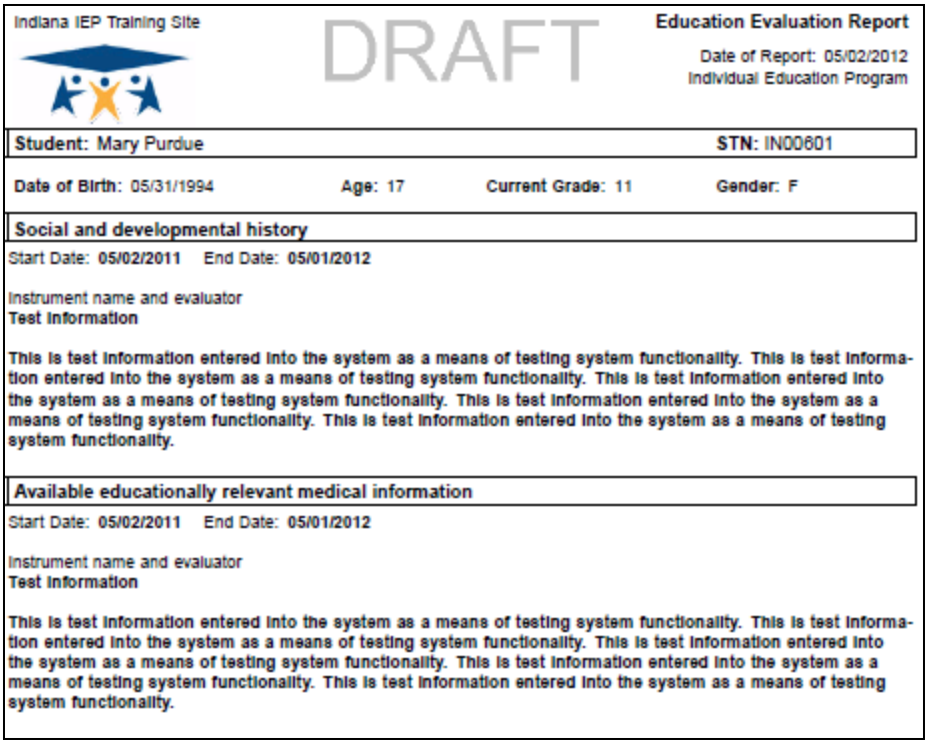


Create Draft or Final of Education Evaluation Report

- Click **CREATE DRAFT or FINAL EDUCATION EVALUATION REPORT**
- Click on the document name to view
- Click **SAVE & CONTINUE**

REMEMBER!

You must create and send a Final Notice to archive it to the account.



Indiana IEP Training Site

DRAFT

Education Evaluation Report

Date of Report: 05/02/2012
Individual Education Program

Student: Mary Purdue **STN:** IN00601

Date of Birth: 05/31/1994 **Age:** 17 **Current Grade:** 11 **Gender:** F

Social and developmental history

Start Date: **05/02/2011** End Date: **05/01/2012**

Instrument name and evaluator
Test Information

This is test information entered into the system as a means of testing system functionality. This is test information entered into the system as a means of testing system functionality. This is test information entered into the system as a means of testing system functionality. This is test information entered into the system as a means of testing system functionality. This is test information entered into the system as a means of testing system functionality.

Available educationally relevant medical information

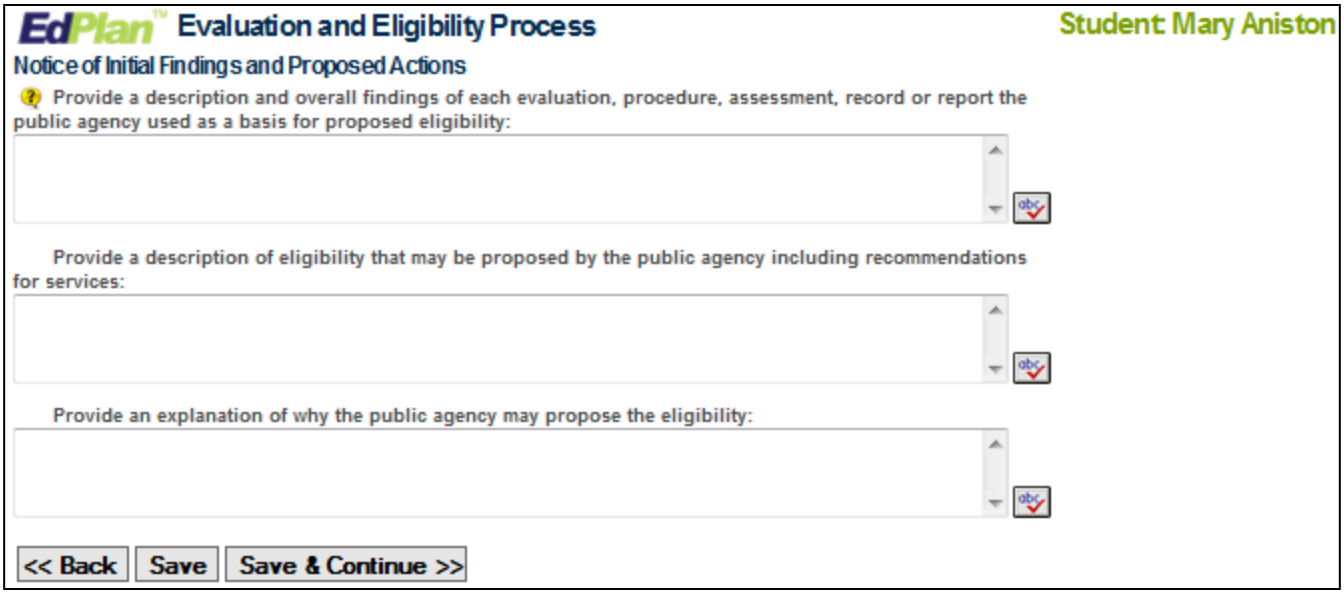
Start Date: **05/02/2011** End Date: **05/01/2012**

Instrument name and evaluator
Test Information

This is test information entered into the system as a means of testing system functionality. This is test information entered into the system as a means of testing system functionality. This is test information entered into the system as a means of testing system functionality. This is test information entered into the system as a means of testing system functionality. This is test information entered into the system as a means of testing system functionality.

Notice of Initial Findings & Proposed Actions

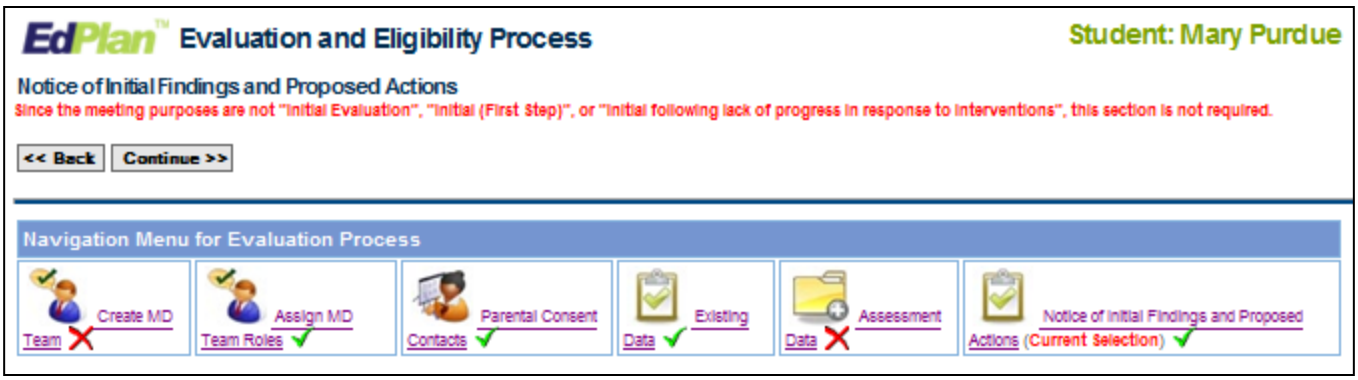
This section is only required if this is an Initial Evaluation.


EdPlan Evaluation and Eligibility Process
Student: Mary Aniston
Notice of Initial Findings and Proposed Actions
Provide a description and overall findings of each evaluation, procedure, assessment, record or report the public agency used as a basis for proposed eligibility:
Provide a description of eligibility that may be proposed by the public agency including recommendations for services:
Provide an explanation of why the public agency may propose the eligibility:
<< Back
Save
Save & Continue >>

- Enter data in boxes
- Click **SAVE & CONTINUE**

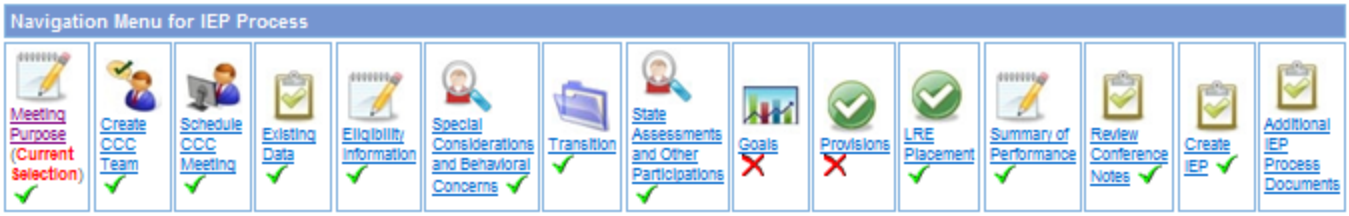
Not an Initial Evaluation (see below)

- Click **NEXT**

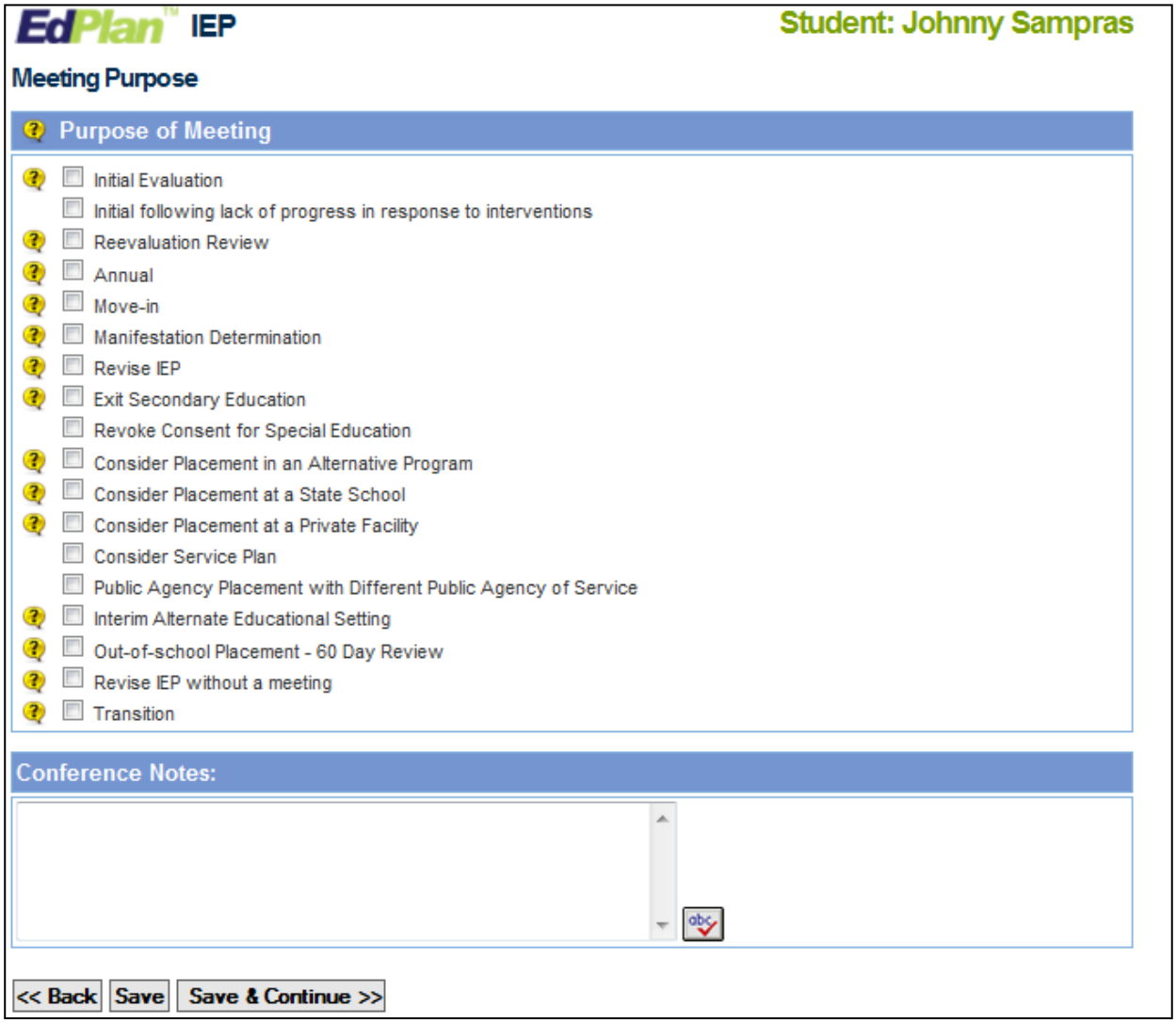

EdPlan Evaluation and Eligibility Process
Student: Mary Purdue
Notice of Initial Findings and Proposed Actions
Since the meeting purposes are not "Initial Evaluation", "Initial (First Step)", or "Initial following lack of progress in response to interventions", this section is not required.
<< Back
Continue >>
Navigation Menu for Evaluation Process
Create MD Team
Assign MD Team Roles
Parental Consent Contacts
Existing Data
Assessment Data
Notice of Initial Findings and Proposed Actions (Current Selection)

IEP Process

Click **IEP PROCESS** on the Student Menu bar



Meeting Purpose



- Select Purpose of Meeting
- Click **SAVE & CONTINUE**

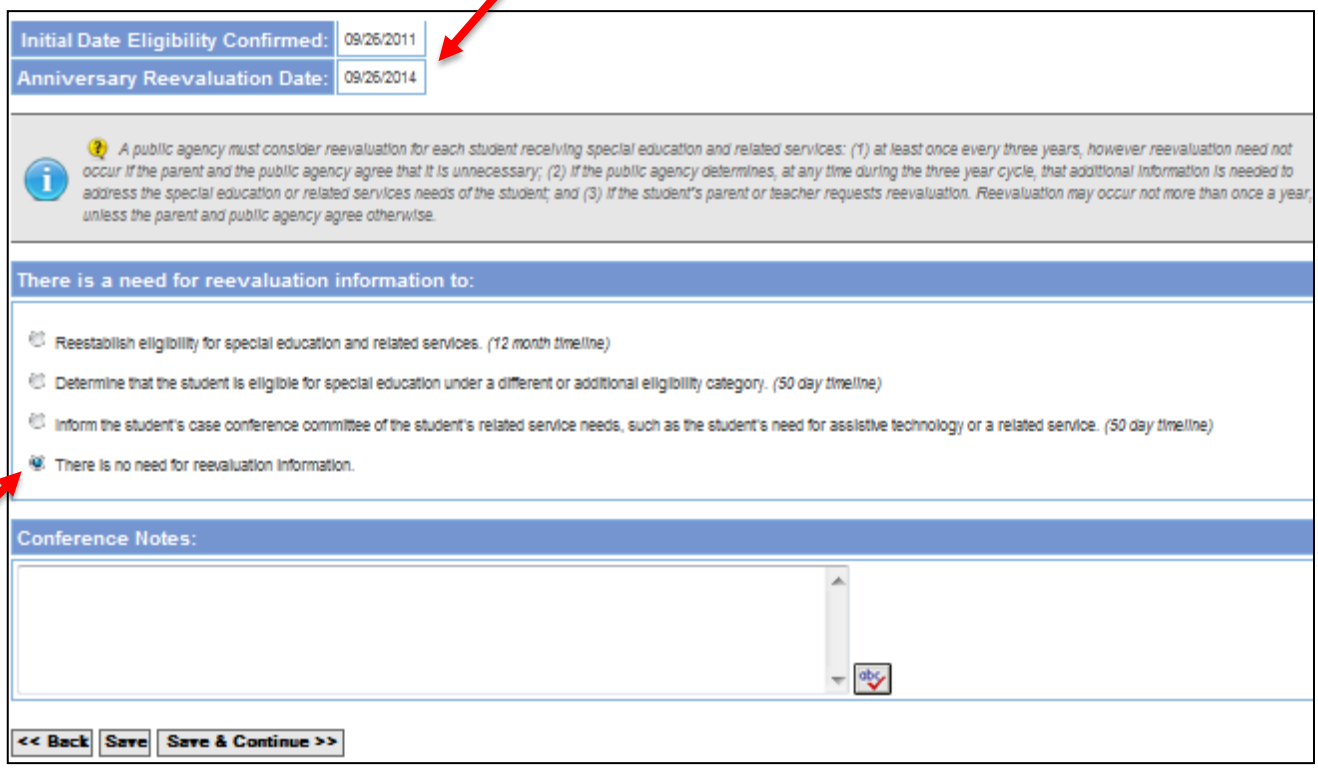
Move-In

- Enter Enrollment Date
- This will start the 10 day timeline

Meeting Purpose – Reevaluation

If the Purpose of Meeting is "Reevaluation", the following boxes will display at the bottom of the screen

The Initial Eligibility Date and Anniversary Reevaluation Date appear for reference.


Initial Date Eligibility Confirmed: 09/26/2011
Anniversary Reevaluation Date: 09/26/2014
A public agency must consider reevaluation for each student receiving special education and related services: (1) at least once every three years, however reevaluation need not occur if the parent and the public agency agree that it is unnecessary; (2) if the public agency determines, at any time during the three year cycle, that additional information is needed to address the special education or related services needs of the student; and (3) if the student's parent or teacher requests reevaluation. Reevaluation may occur not more than once a year, unless the parent and public agency agree otherwise.
There is a need for reevaluation information to:
Reestablish eligibility for special education and related services. (12 month timeline)
Determine that the student is eligible for special education under a different or additional eligibility category. (50 day timeline)
Inform the student's case conference committee of the student's related service needs, such as the student's need for assistive technology or a related service. (50 day timeline)
There is no need for reevaluation information.
Conference Notes:
<< Back
Save
Save & Continue >>

- Select Need for Reevaluation
- Enter in Conference Notes - optional
- Click **SAVE & CONTINUE**

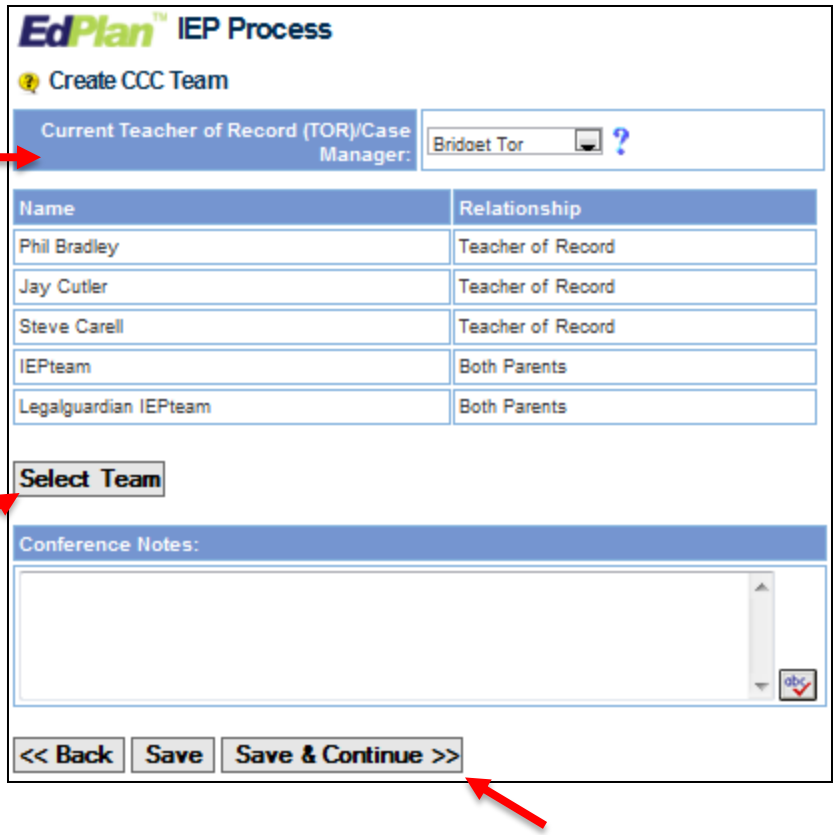
Create CCC Team

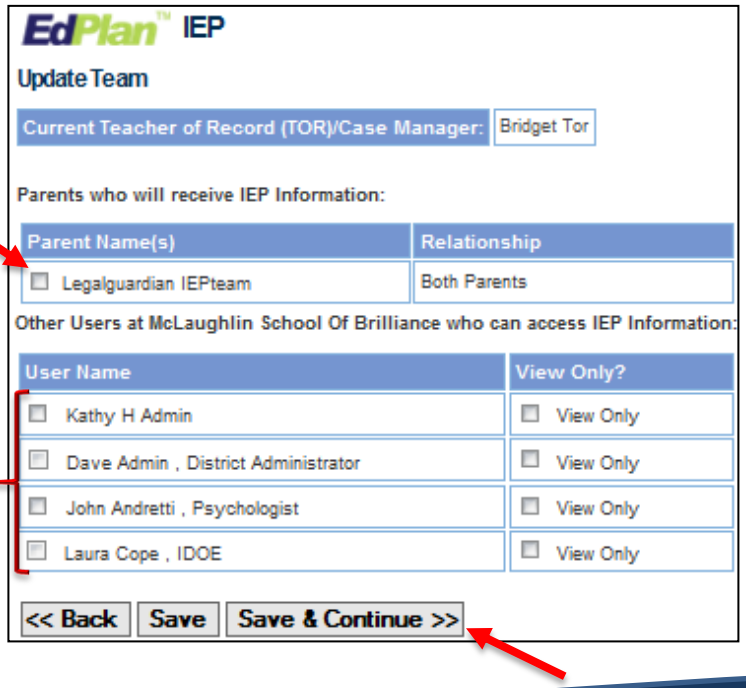
- Select Teacher of Record/Case Manager
- Review Team Members

To Add Team Members

- Click **SELECT TEAM** to add other members

- Enter Conference Notes - optional



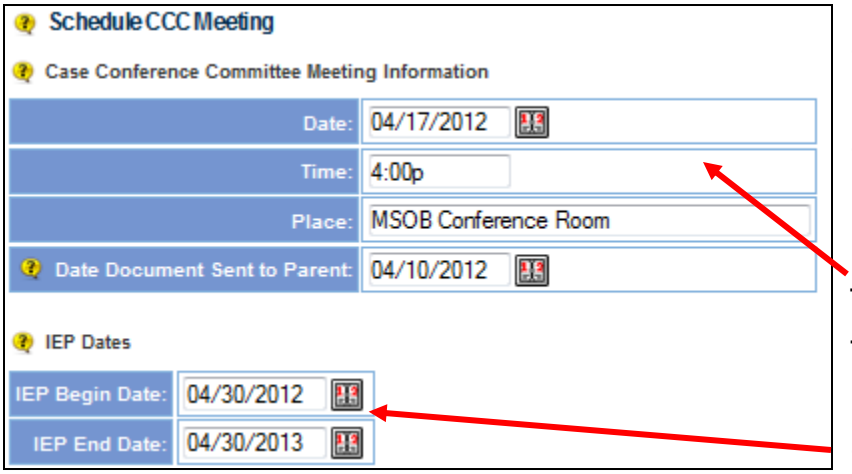


- Select Parents/Guardians who will receive IEP information
- Select other users from same school
- Click **SAVE & CONTINUE**

The system populates the Create CCC Team page with your selections

- Click **SAVE & CONTINUE**

Schedule CCC Meeting



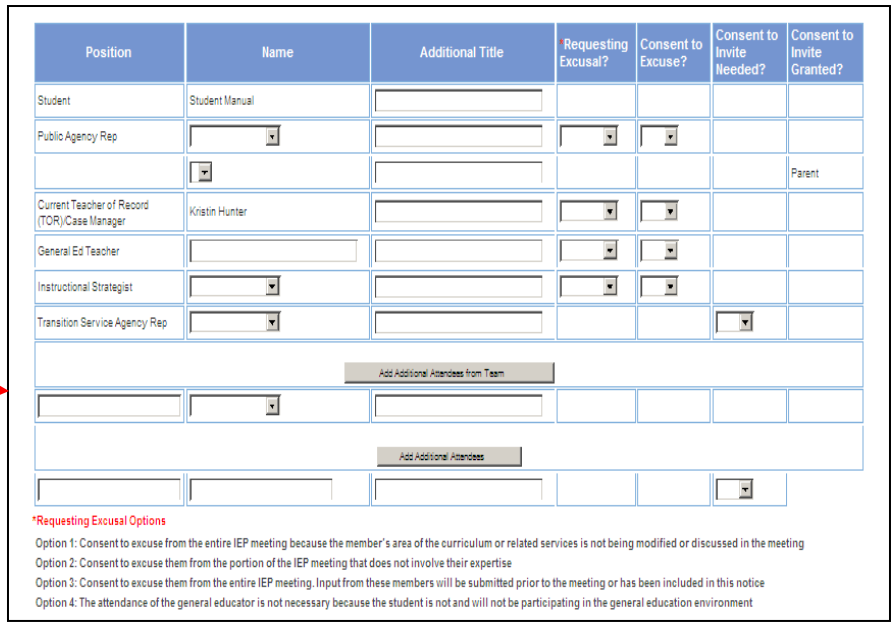
- Enter Date, Time, & Place of CCC Meeting
- Enter Date Document was Sent to Parent

The system calculates your timeline for compliance

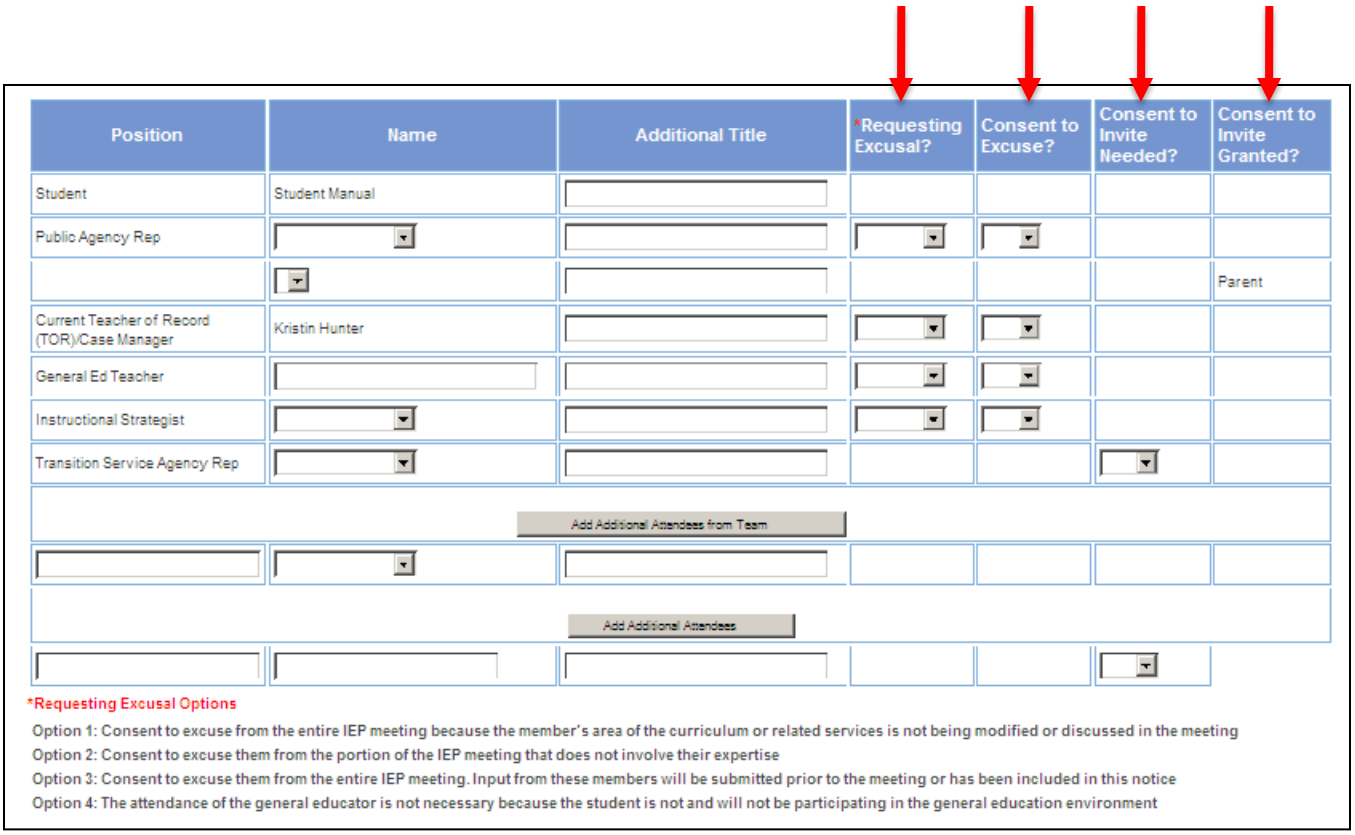
- Enter the Begin and End Date of the IEP
- Dates will pre-populate throughout the IEP process (i.e. adding services)

Select the individuals invited to the meeting

- Select/Enter required Attendees
- Select Additional Attendees from the CCC team
- Enter Additional Attendees


Position
Name
Additional Title
*Requesting Excusal?
Consent to Excuse?
Consent to Invite Needed?
Consent to Invite Granted?
Student
Student Manual
Public Agency Rep
Parent
Current Teacher of Record (TOR)/Case Manager
Kristin Hunter
General Ed Teacher
Instructional Strategist
Transition Service Agency Rep
Add Additional Attendees from Team
Add Additional Attendees
*Requesting Excusal Options
Option 1: Consent to excuse from the entire IEP meeting because the member's area of the curriculum or related services is not being modified or discussed in the meeting
Option 2: Consent to excuse them from the portion of the IEP meeting that does not involve their expertise
Option 3: Consent to excuse them from the entire IEP meeting. Input from these members will be submitted prior to the meeting or has been included in this notice
Option 4: The attendance of the general educator is not necessary because the student is not and will not be participating in the general education environment

Excusals & Invites



Position	Name	Additional Title	*Requesting Excusal?	Consent to Excuse?	Consent to Invite Needed?	Consent to Invite Granted?
Student	Student Manual					
Public Agency Rep						
						Parent
Current Teacher of Record (TOR)/Case Manager	Kristin Hunter					
General Ed Teacher						
Instructional Strategist						
Transition Service Agency Rep						
		Add Additional Attendees from Team				
		Add Additional Attendees				

*Requesting Excusal Options

Option 1: Consent to excuse from the entire IEP meeting because the member's area of the curriculum or related services is not being modified or discussed in the meeting

Option 2: Consent to excuse them from the portion of the IEP meeting that does not involve their expertise

Option 3: Consent to excuse them from the entire IEP meeting. Input from these members will be submitted prior to the meeting or has been included in this notice

Option 4: The attendance of the general educator is not necessary because the student is not and will not be participating in the general education environment

Meeting Excusal

Certain required attendees may request excusal from all or part of the meeting

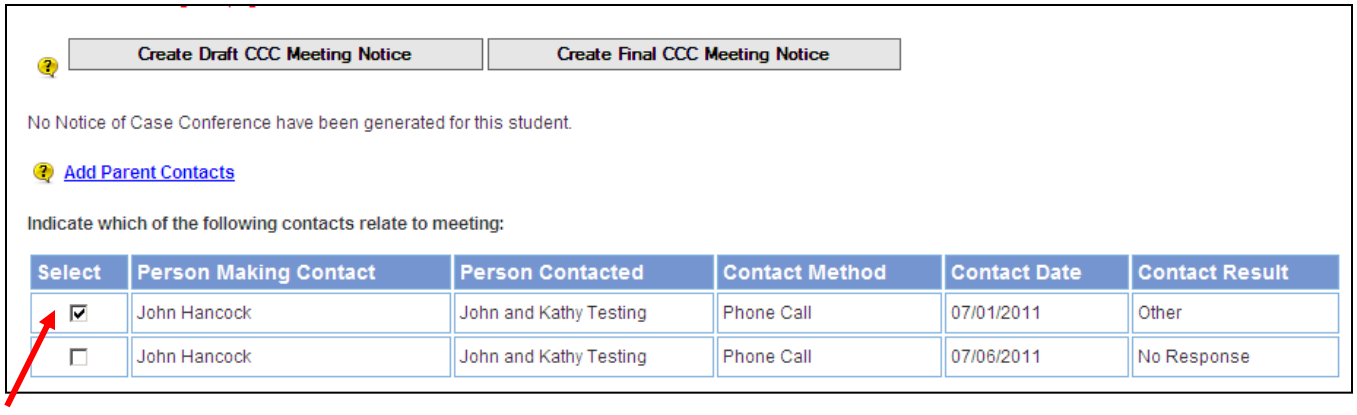
- Choose an excusal option
- Indicate parental consent to excuse

Consent to Invite

- Indicate if consent is needed for Additional Attendees
- Indicate parental consent for Additional Attendees

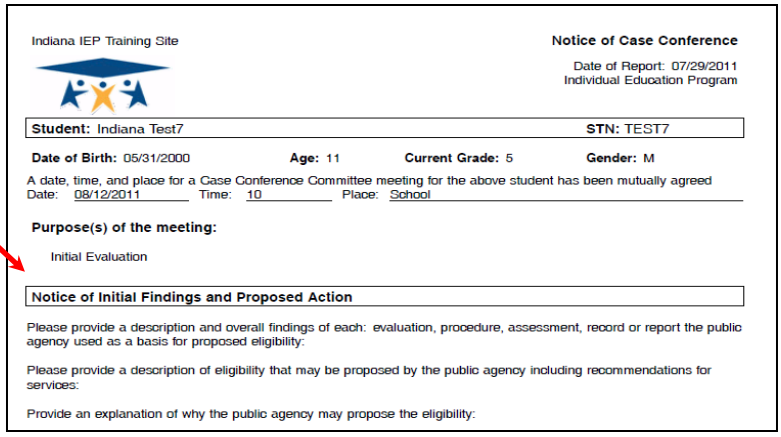
CCC Meeting Notice

- Click **Create Draft CCC MEETING NOTICE** or **Final CCC MEETING NOTICE** button
- System creates document
- Click on document to view or print
- Enter Conference Notes - optional
- Click **SAVE & CONTINUE**



Link a parent contact with the consents granted on this page by clicking the box next to the appropriate contacts in the Select column.

Notice of Initial Findings and Proposed Action only prints on the notice when the purpose of the meeting is initial evaluation.


Indiana IEP Training Site

Notice of Case Conference

Date of Report: 07/29/2011
Individual Education Program

Student: Indiana Test7 **STN:** TEST7

Date of Birth: 05/31/2000 **Age:** 11 **Current Grade:** 5 **Gender:** M

A date, time, and place for a Case Conference Committee meeting for the above student has been mutually agreed
Date: 08/12/2011 Time: 10 Place: School

Purpose(s) of the meeting:

Initial Evaluation

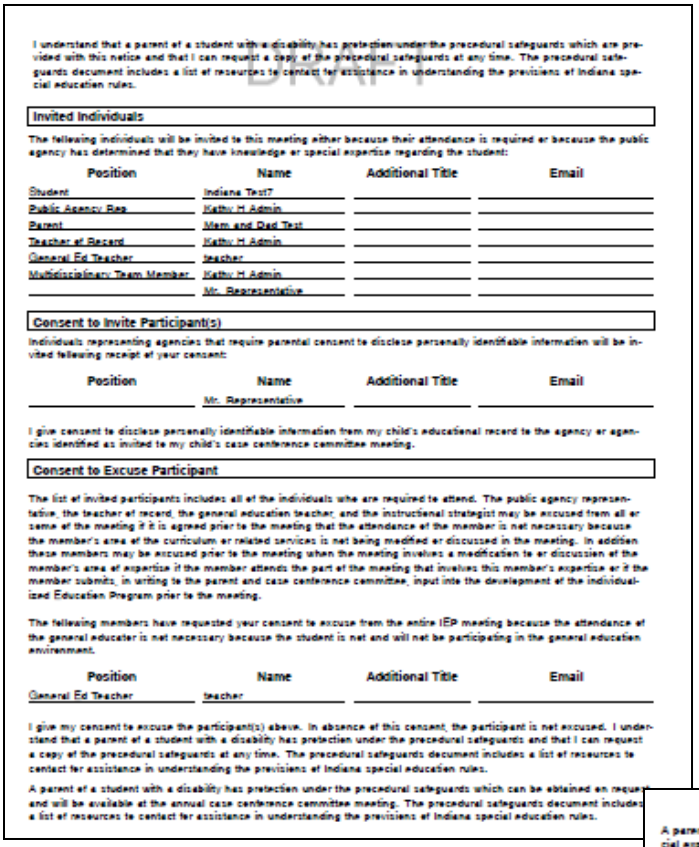
Notice of Initial Findings and Proposed Action

Please provide a description and overall findings of each: evaluation, procedure, assessment, record or report the public agency used as a basis for proposed eligibility:

Please provide a description of eligibility that may be proposed by the public agency including recommendations for services:

Provide an explanation of why the public agency may propose the eligibility:

CCC Meeting Notice cont.



I understand that a parent of a student with a disability has protection under the procedural safeguards which are provided with this notice and that I can request a copy of the procedural safeguards at any time. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules.

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Invited Individuals

The following individuals will be invited to this meeting either because their attendance is required or because the public agency has determined that they have knowledge or special expertise regarding the student:

Position	Name	Additional Title	Email
Student	Indiana Test7		
Public Agency Rep	Kathy H Admin		
Parent	Mom and Dad Test		
Teacher of Record	Kathy H Admin		
General Ed Teacher	teacher		
Multidisciplinary Team Member	Kathy H Admin		
	Mr. Representative		

Consent to Invite Participant(s)

Individuals representing agencies that require parental consent to disclose personally identifiable information will be invited following receipt of your consent:

Position	Name	Additional Title	Email
	Mr. Representative		

I give consent to disclose personally identifiable information from my child's educational record to the agency or agencies identified as invited to my child's case conference committee meeting.

Consent to Excuse Participant

The list of invited participants includes all of the individuals who are required to attend. The public agency representative, the teacher of record, the general education teacher, and the instructional strategist may be excused from all or some of the meeting if it is agreed prior to the meeting that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting. In addition these members may be excused prior to the meeting when the meeting involves a modification to or discussion of the member's area of expertise if the member attends the part of the meeting that involves this member's expertise or if the member submits, in writing to the parent and case conference committee, input into the development of the individualized Education Program prior to the meeting.

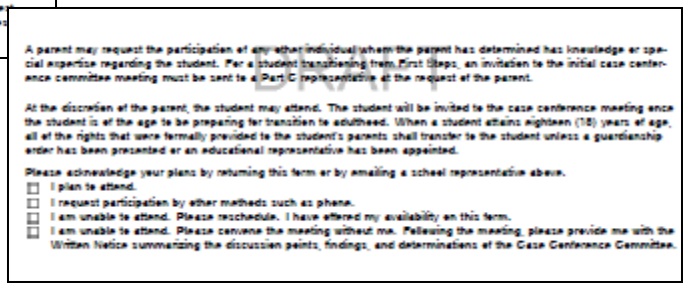
The following members have requested your consent to excuse from the entire IEP meeting because the attendance of the general educator is not necessary because the student is not and will not be participating in the general education environment.

Position	Name	Additional Title	Email
General Ed Teacher	teacher		

I give my consent to excuse the participant(s) above. In absence of this consent, the participant is not excused. I understand that a parent of a student with a disability has protection under the procedural safeguards and that I can request a copy of the procedural safeguards at any time. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules.

A parent of a student with a disability has protection under the procedural safeguards which can be obtained on request and will be available at the annual case conference committee meeting. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules.

Additional pages of the CCC Meeting Notice



A parent may request the participation of any other individual whom the parent has determined has knowledge or special expertise regarding the student. For a student transitioning from First Steps, an invitation to the initial case conference committee meeting must be sent to a Part C representative at the request of the parent.

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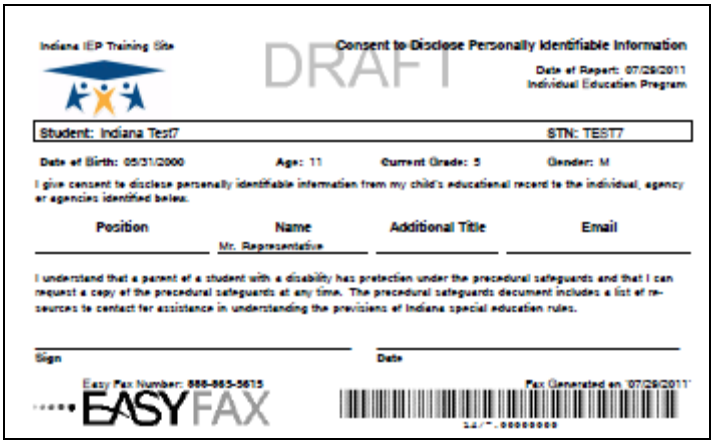
At the discretion of the parent, the student may attend. The student will be invited to the case conference meeting once the student is of the age to be preparing for transition to adulthood. When a student attains eighteen (18) years of age, all of the rights that were formally provided to the student's parents shall transfer to the student unless a guardianship order has been presented or an educational representative has been appointed.

Please acknowledge your plans by returning this form or by emailing a school representative above.

- ☐ I plan to attend.
- ☐ I request participation by other methods such as phone.
- ☐ I am unable to attend. Please reschedule. I have offered my availability on this form.
- ☐ I am unable to attend. Please convene the meeting without me. Following the meeting, please provide me with the Written Notice summarizing the discussion points, findings, and determinations of the Case Conference Committee.



Indiana IEP Training Site

DRAFT

Consent to Disclose Personally Identifiable Information

Date of Report: 07/29/2011
Individual Education Program

Student: Indiana Test7 STN: TEST7

Date of Birth: 05/31/2000 **Age:** 11 **Current Grade:** 5 **Gender:** M

I give consent to disclose personally identifiable information from my child's educational record to the individual, agency or agencies identified below.

Position	Name	Additional Title	Email
	Mr. Representative		

I understand that a parent of a student with a disability has protection under the procedural safeguards and that I can request a copy of the procedural safeguards at any time. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules.

Sign _____ Date _____

Easy Fax Number: 888-865-5615 Fax Generated on 07/29/2011

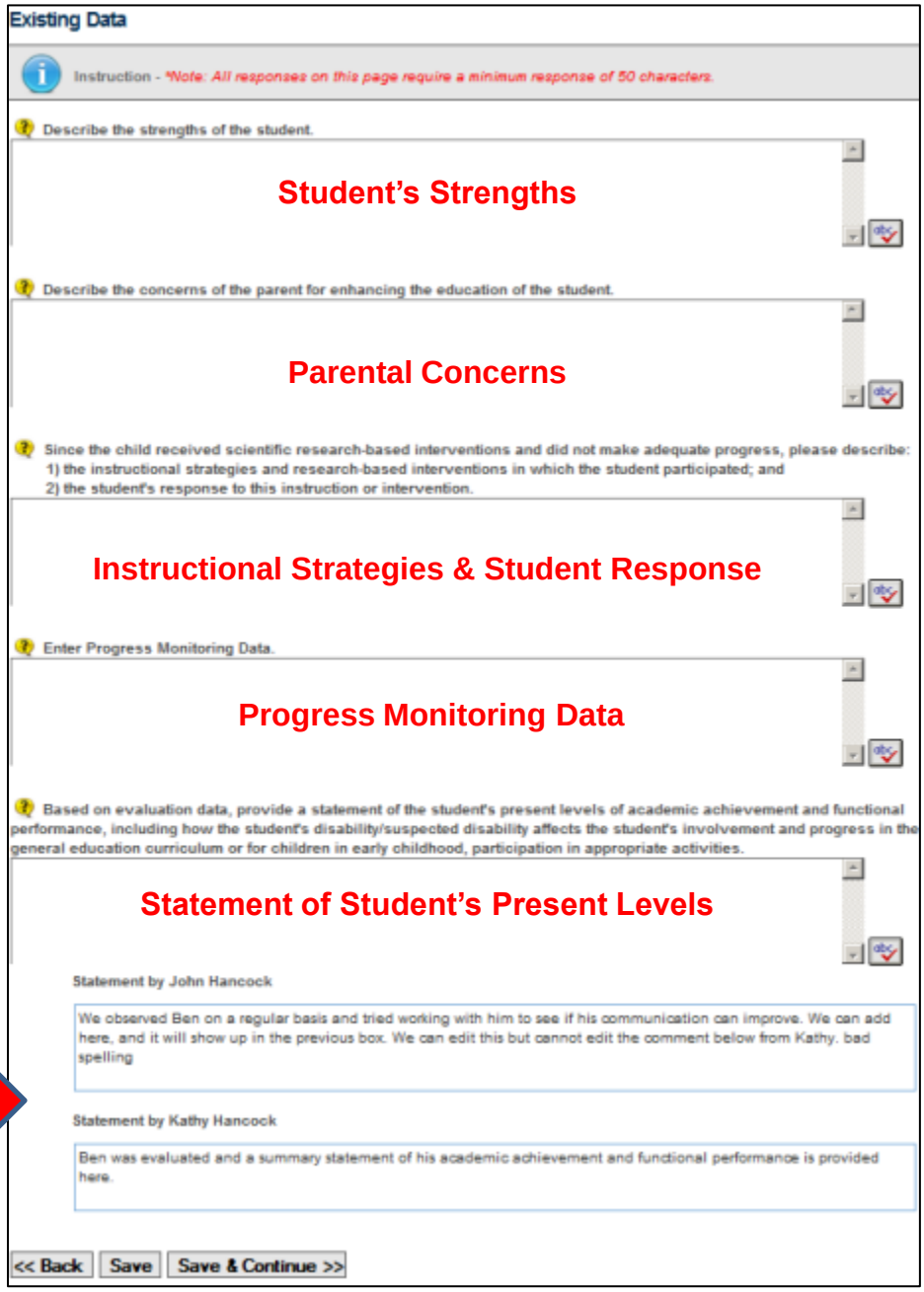
EASYFAX

Existing Data

This information also appears in the Pre-Conference Planning, Evaluation, and ISP processes.

Enter specific existing data in the appropriate box.

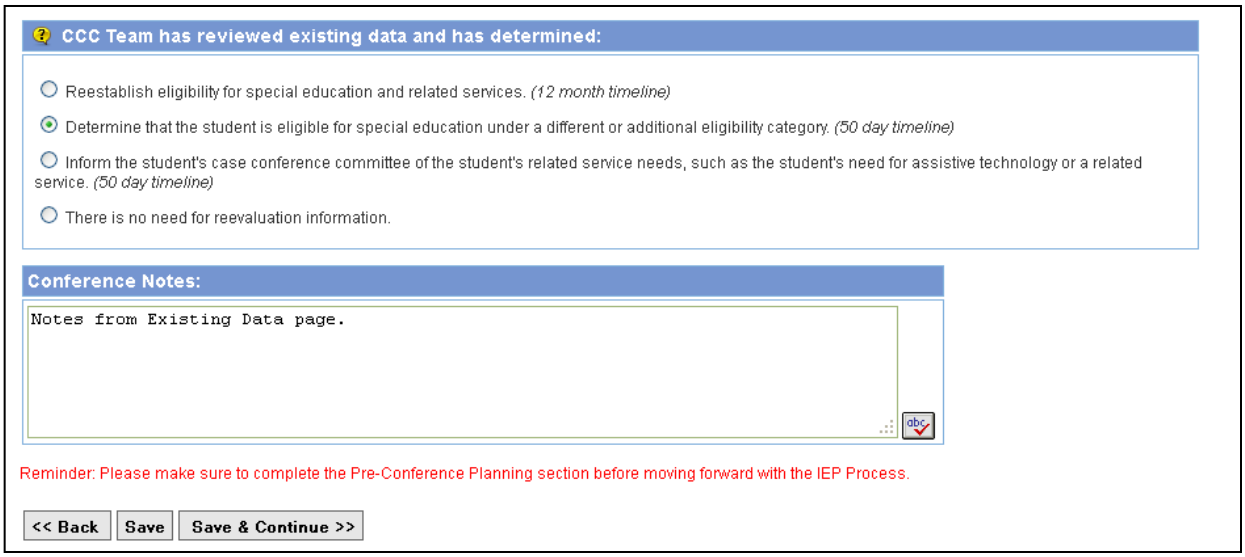
- Each response requires at least 50 characters
- Each box has spell check
- Click **SAVE** button often as you complete the text boxes


Existing Data
Instruction - *Note: All responses on this page require a minimum response of 50 characters.
Describe the strengths of the student.
Student's Strengths
Describe the concerns of the parent for enhancing the education of the student.
Parental Concerns
Since the child received scientific research-based interventions and did not make adequate progress, please describe:
1) the instructional strategies and research-based interventions in which the student participated; and
2) the student's response to this instruction or intervention.
Instructional Strategies & Student Response
Enter Progress Monitoring Data.
Progress Monitoring Data
Based on evaluation data, provide a statement of the student's present levels of academic achievement and functional performance, including how the student's disability/suspected disability affects the student's involvement and progress in the general education curriculum or for children in early childhood, participation in appropriate activities.
Statement of Student's Present Levels
Statement by John Hancock
We observed Ben on a regular basis and tried working with him to see if his communication can improve. We can add here, and it will show up in the previous box. We can edit this but cannot edit the comment below from Kathy. bad spelling
Statement by Kathy Hancock
Ben was evaluated and a summary statement of his academic achievement and functional performance is provided here.
<< Back
Save
Save & Continue >>

Statements about present levels of achievement may be included from multiple users. You will only have VIEW access to statements created by other users.

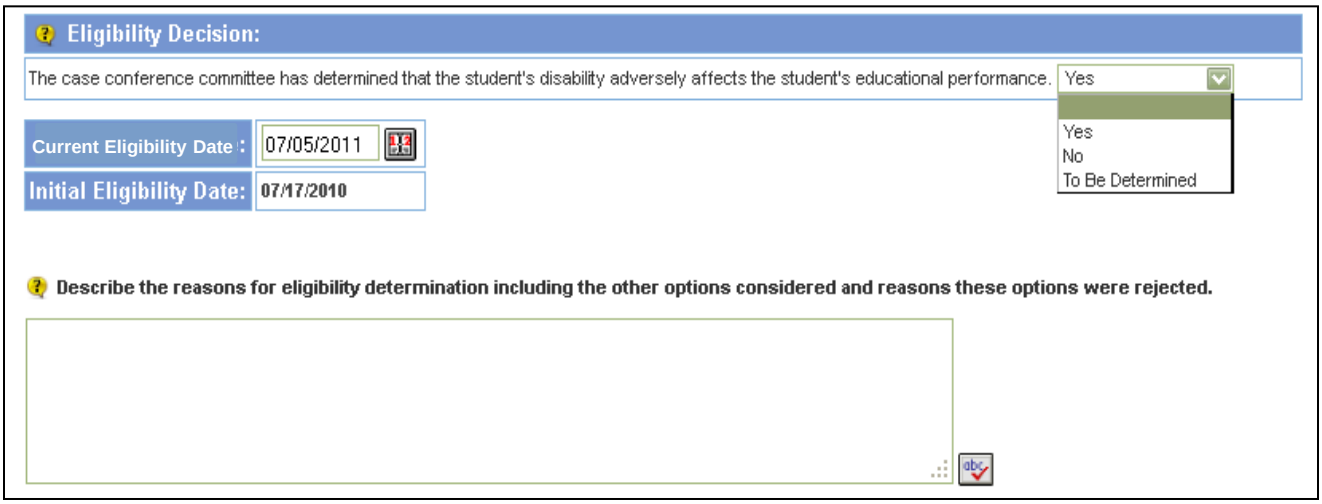
View Only

Existing Data cont.


CCC Team has reviewed existing data and has determined:
Reestablish eligibility for special education and related services. (12 month timeline)
Determine that the student is eligible for special education under a different or additional eligibility category. (50 day timeline)
Inform the student's case conference committee of the student's related service needs, such as the student's need for assistive technology or a related service. (50 day timeline)
There is no need for reevaluation information.
Conference Notes:
Notes from Existing Data page.
Reminder: Please make sure to complete the Pre-Conference Planning section before moving forward with the IEP Process.
<< Back
Save
Save & Continue >>

Select the determination based on the existing data.

Eligibility Information


Eligibility Decision:
The case conference committee has determined that the student's disability adversely affects the student's educational performance.
Yes
Yes
No
To Be Determined
Current Eligibility Date :
07/05/2011
Initial Eligibility Date:
07/17/2010
Describe the reasons for eligibility determination including the other options considered and reasons these options were rejected.

- Select Eligibility Decision

  Yes – Creates an eligibility event for the student

  No – Allows for the creation on Notice of Ineligibility

  To Be Determined – Allows you to complete the page and later return to determine eligibility (The page will show a red "x" until determination is made.

- Enter Eligibility Date
  - Initial Eligibility Date – The first eligibility date in the system
  - Current Eligibility Date – Only appears for subsequent decisions
- Enter reasons for eligibility determination

Eligibility Information cont.

Missed Timeline

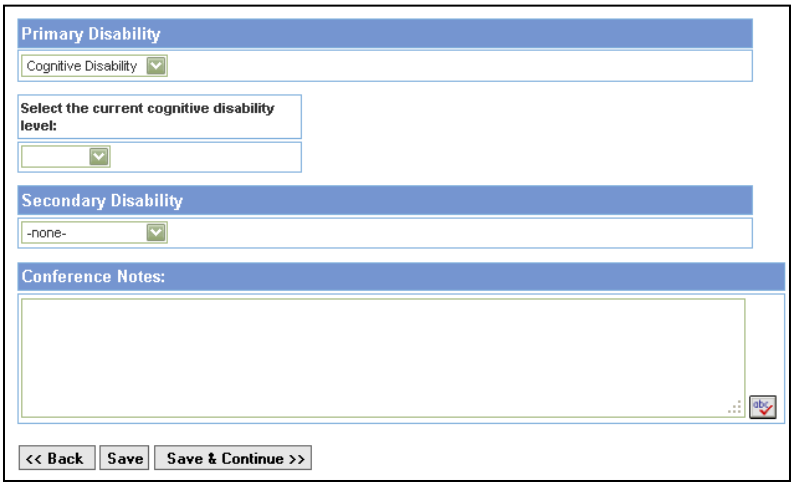
If the timeline for the eligibility decision is not met, you must enter a reason from the drop down choices.

- Parents missed two mutually agreed upon appointments
- Student transferred to another school district during the evaluation process
- Deadline missed, other reason
- Parent revoked consent for testing

Date of receipt of Parent Response: 01/15/2012
Case Conference Committee Meeting Date: 05/17/2012
Evaluation must be completed and conference held by: 03/26/2012
Indicate why the 50 day timeline for the eligibility decision was not met:

Determine Disabilities

- Select Primary Disability
- Select Secondary Disabilities if needed
- Enter Conference Notes - optional
- Click **SAVE & CONTINUE**

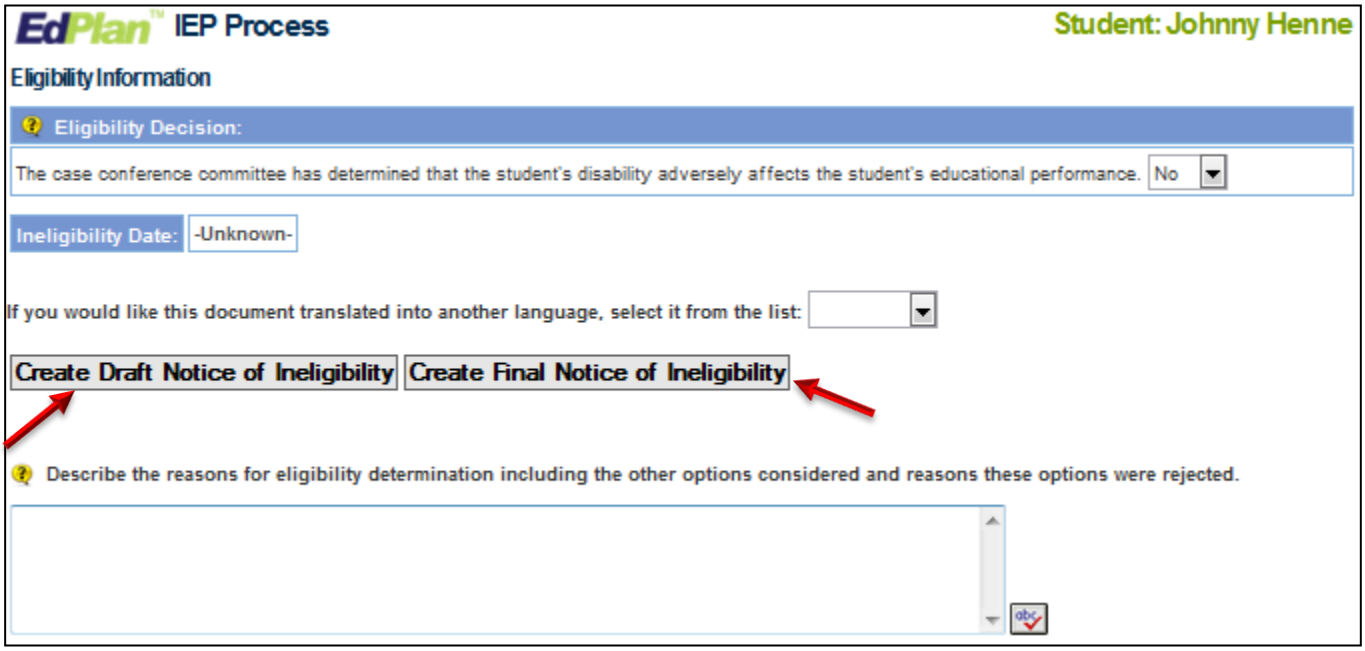


Remember:

- Your options are limited to those selected in the Pre-Conference Planning process
- If Cognitive Disability is selected, a drop down appears to select severity
- Emotional Disability level is selected on the LRE Placement page

Notice of Ineligibility

When "No" is selected for the Eligibility Decision, the system will allow you to create a Notice of Ineligibility.


EdPlan IEP Process
Student: Johnny Henne
Eligibility Information
Eligibility Decision:
The case conference committee has determined that the student's disability adversely affects the student's educational performance.
No
Ineligibility Date:
-Unknown-
If you would like this document translated into another language, select it from the list:
Create Draft Notice of Ineligibility
Create Final Notice of Ineligibility
Describe the reasons for eligibility determination including the other options considered and reasons these options were rejected.

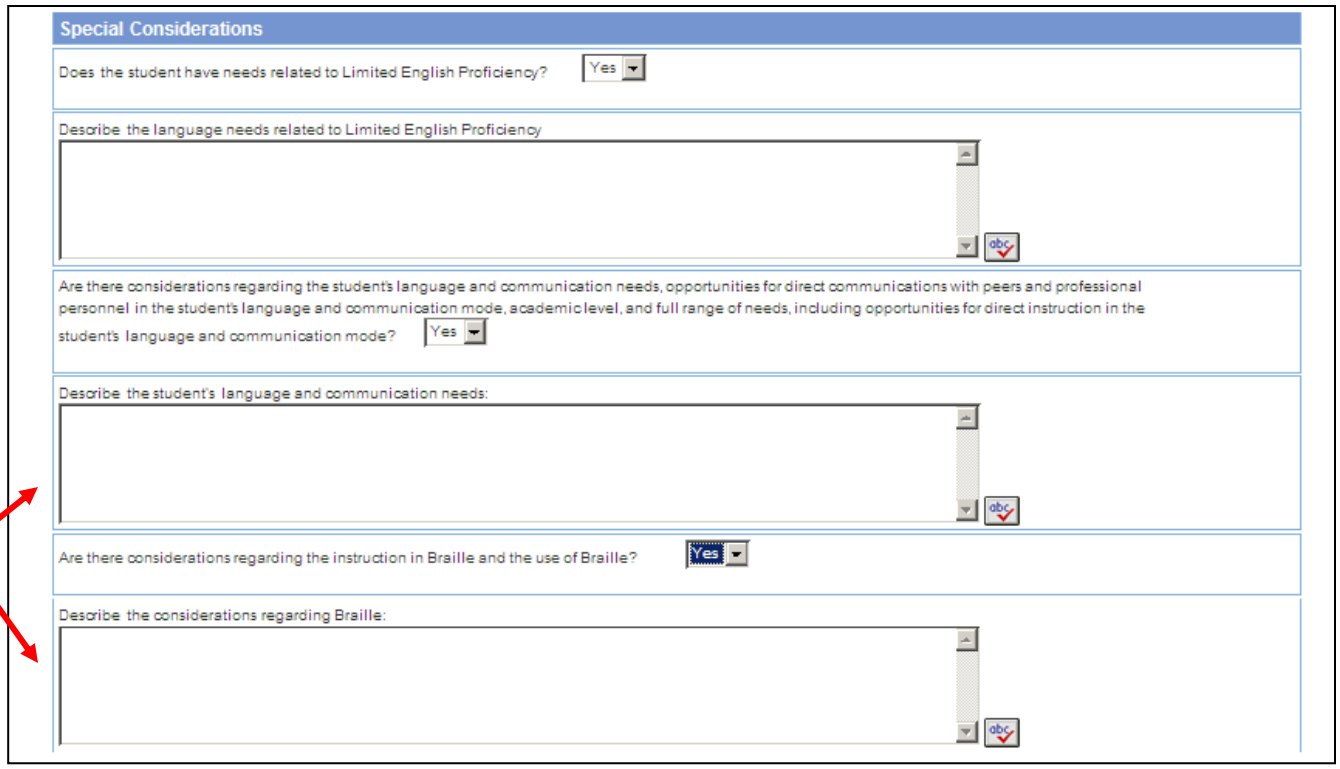
Create Draft Notice of Ineligibility

- Click **CREATE DRAFT NOTICE OF INELIGIBILITY**
- Click document name to view

Create Final Notice of Ineligibility

- Click **CREATE FINAL NOTICE OF INELIGIBILITY**
- Click document name to view and/or print
- Click **SAVE & CONTINUE**

Special Considerations


Special Considerations
Does the student have needs related to Limited English Proficiency?
Yes
Describe the language needs related to Limited English Proficiency
Are there considerations regarding the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode?
Yes
Describe the student's language and communication needs:
Are there considerations regarding the instruction in Braille and the use of Braille?
Yes
Describe the considerations regarding Braille:

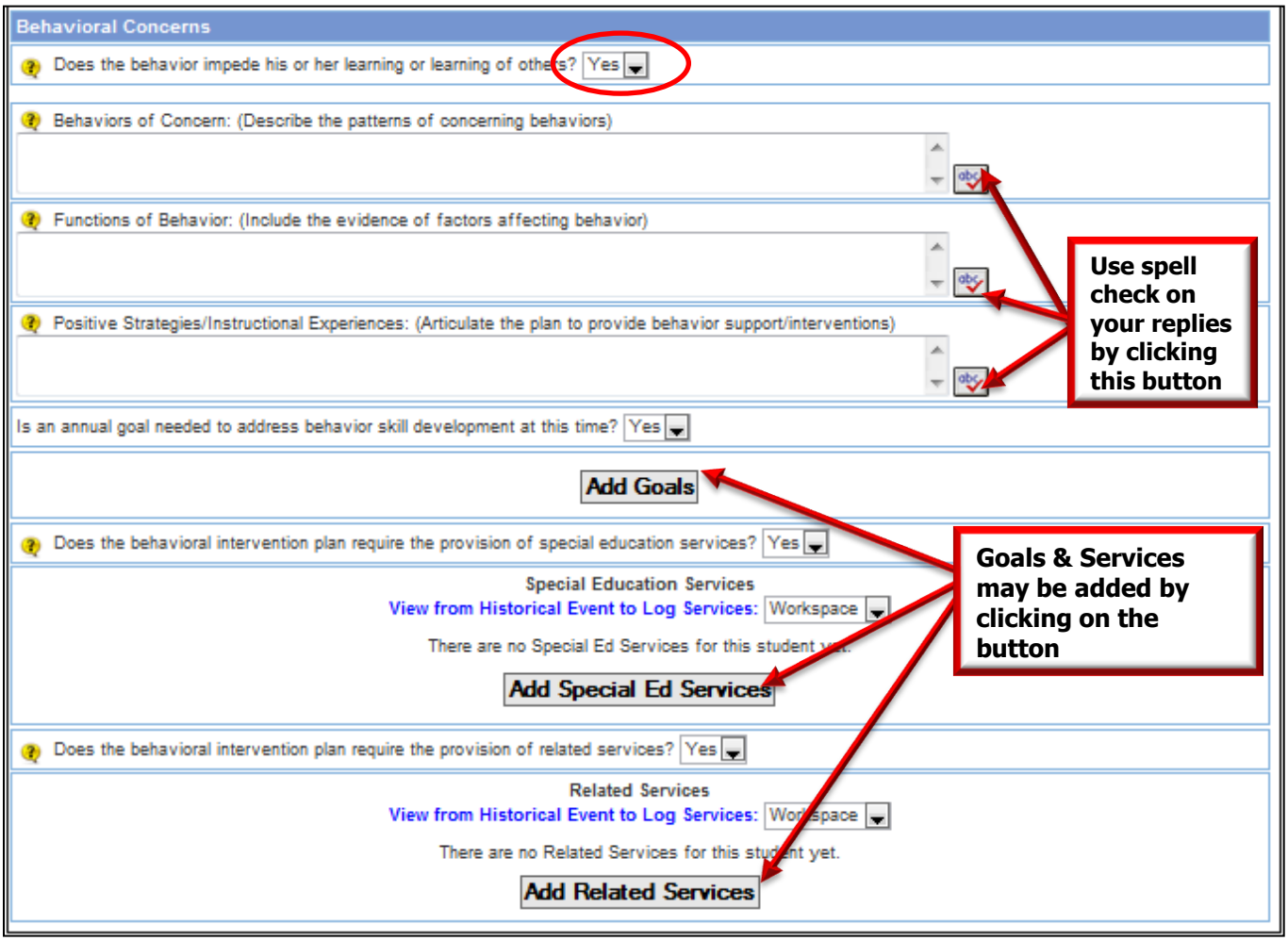
Special Considerations

- If answer is Yes, system displays a text box to describe the student's needs in this area

Some considerations only appear if required by the disabilities previously selected or the purpose of the meeting.

- **Communication needs** – only appears if disability selected is deaf/hard of hearing or deaf-blind
- **Braille instruction** – only appears if disability selected is blind/low vision or deaf-blind

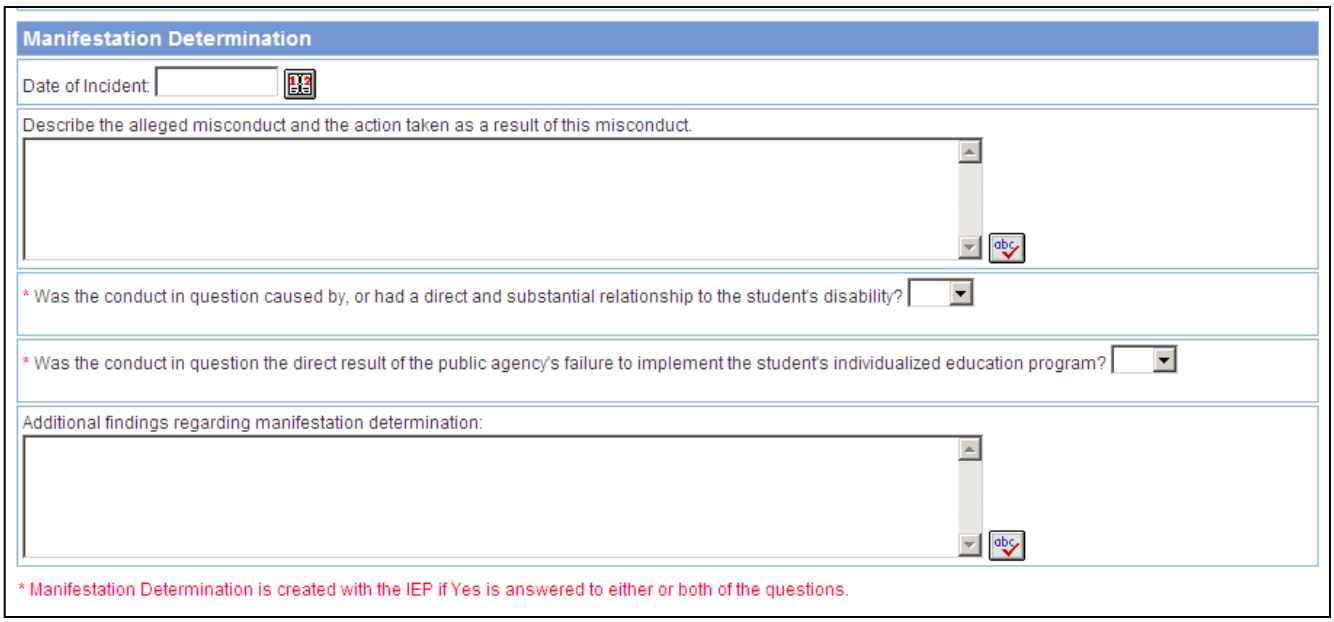
Behavioral Concerns


Behavioral Concerns
Does the behavior impede his or her learning or learning of others? Yes
Behaviors of Concern: (Describe the patterns of concerning behaviors)
Functions of Behavior: (Include the evidence of factors affecting behavior)
Positive Strategies/Instructional Experiences: (Articulate the plan to provide behavior support/interventions)
Use spell check on your replies by clicking this button
Is an annual goal needed to address behavior skill development at this time? Yes
Add Goals
Does the behavioral intervention plan require the provision of special education services? Yes
Special Education Services
View from Historical Event to Log Services: Workspace
There are no Special Ed Services for this student yet.
Add Special Ed Services
Goals & Services may be added by clicking on the button
Does the behavioral intervention plan require the provision of related services? Yes
Related Services
View from Historical Event to Log Services: Workspace
There are no Related Services for this student yet.
Add Related Services

If behavior impedes learning, select **YES** and complete the following:

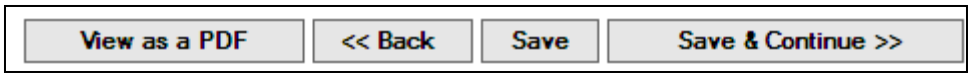
- Enter concerns, functions, and positive strategies/instructional experiences in text boxes
- Select Yes/No regarding need of a specific goal, special education service, or related service
- Click **SAVE & CONTINUE**

Manifestation Determination


Manifestation Determination
Date of Incident:
Describe the alleged misconduct and the action taken as a result of this misconduct.
* Was the conduct in question caused by, or had a direct and substantial relationship to the student's disability?
* Was the conduct in question the direct result of the public agency's failure to implement the student's individualized education program?
Additional findings regarding manifestation determination:
* Manifestation Determination is created with the IEP if Yes is answered to either or both of the questions.

If Manifest Determination was selected as Meeting Purpose, then questions regarding the incident appear on the Special Considerations and Behavioral Concerns page.

- Enter Date of Incident
- Describe the alleged misconduct and the action taken
- Answer questions concerning cause of conduct:
  - Caused by, or had a direct and substantial relationship to the student's disability
  - The direct result of the public agency's failure to implement the student's individualized education program?
- Enter additional findings
- Click **SAVE** to continue on this page

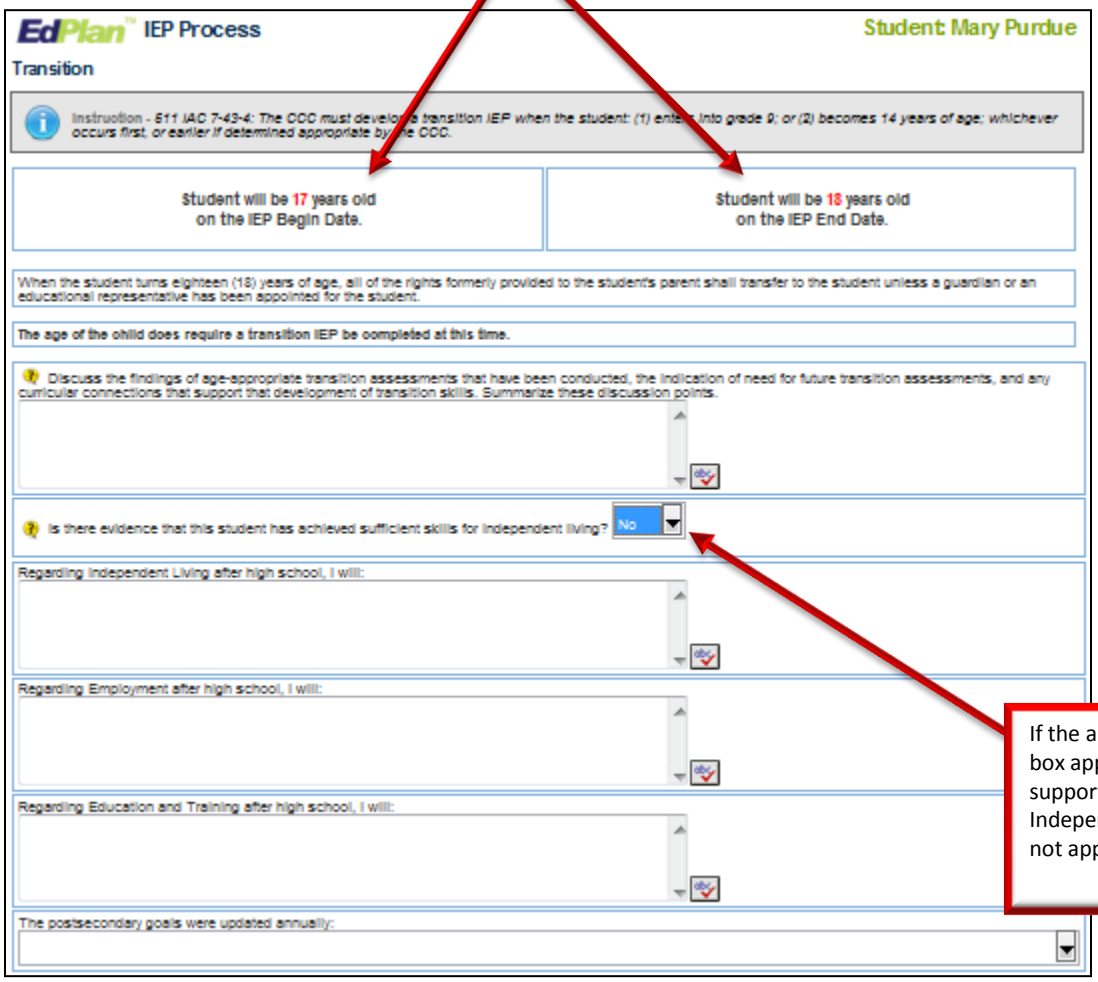


A Manifestation Determination is created with the IEP if "Yes" is answered to either or both questions listed above.

Transition

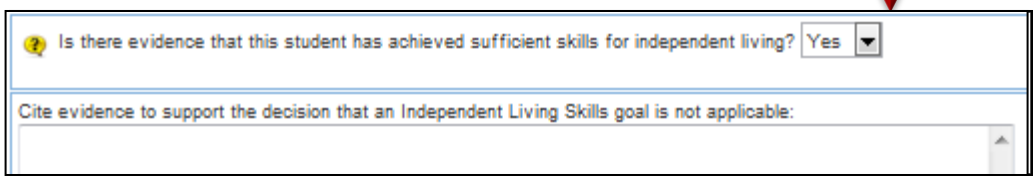
Transition is required for students aged 14 years and older or grade 9 and up and will be an optional area for all other students.

- If you choose to do transition, you must complete all portions
- The system shows the age of the student at the beginning and ending of the current IEP


EdPlan IEP Process
Student: Mary Purdue
Transition
Instruction - 511 IAC 7-43-4: The CCC must develop a transition IEP when the student: (1) enters into grade 9; or (2) becomes 14 years of age; whichever occurs first, or earlier if determined appropriate by the CCC.
Student will be 17 years old on the IEP Begin Date.
Student will be 18 years old on the IEP End Date.
When the student turns eighteen (18) years of age, all of the rights formerly provided to the student's parent shall transfer to the student unless a guardian or an educational representative has been appointed for the student.
The age of the child does require a transition IEP be completed at this time.
Discuss the findings of age-appropriate transition assessments that have been conducted, the indication of need for future transition assessments, and any curricular connections that support that development of transition skills. Summarize these discussion points.
Is there evidence that this student has achieved sufficient skills for independent living?
No
Regarding Independent Living after high school, I will:
Regarding Employment after high school, I will:
Regarding Education and Training after high school, I will:
The postsecondary goals were updated annually:

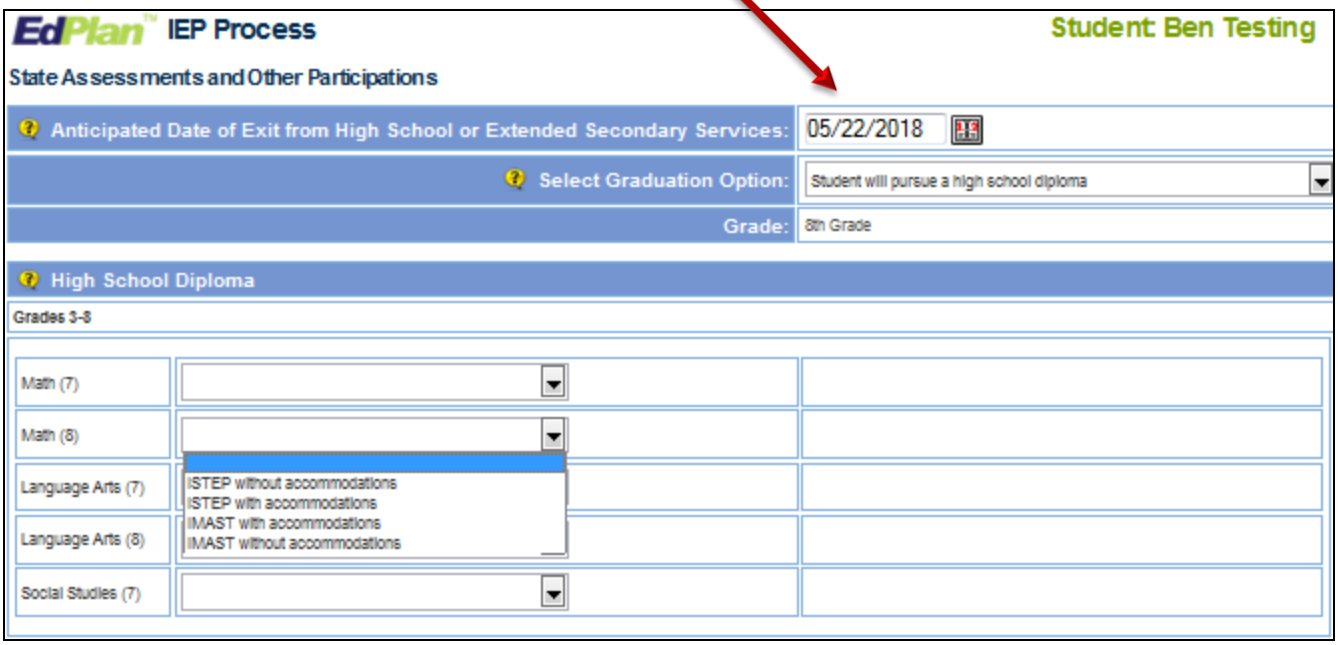
- Enter information in all text boxes
- Click **SAVE & CONTINUE**

If the answer is "Yes" a different box appears to "Cite evidence to support the decision that an Independent Living Skills goal is not applicable:"


Is there evidence that this student has achieved sufficient skills for independent living?
Yes
Cite evidence to support the decision that an Independent Living Skills goal is not applicable:

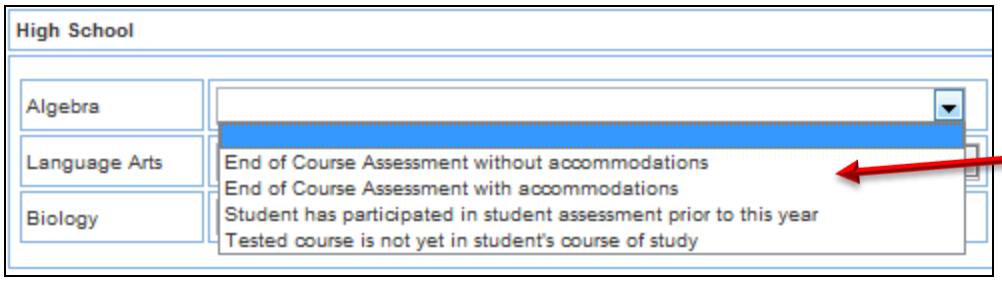
State Assessments

- Enter Anticipated Graduation Date
  - Not required for students younger that 3rd grade
- Select Graduation Option



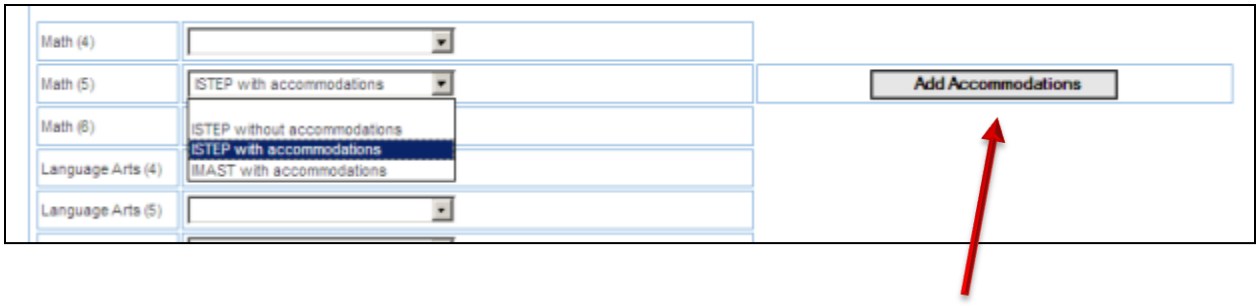
The system displays assessment options based on your selection and the age of the student

- Assessments appear for: current grade, previous grade, next grade
- Complete the assessments that will apply to your student when state testing is administered


High School
Algebra
Language Arts
Biology
End of Course Assessment without accommodations
End of Course Assessment with accommodations
Student has participated in student assessment prior to this year
Tested course is not yet in student's course of study

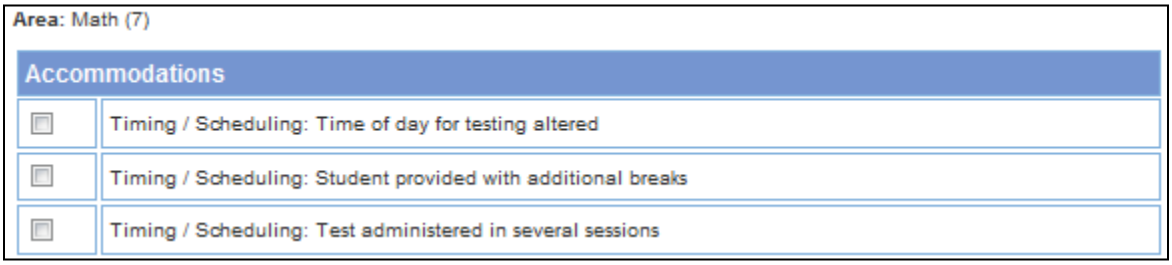
Sample of High School assessment options

Making Accommodations

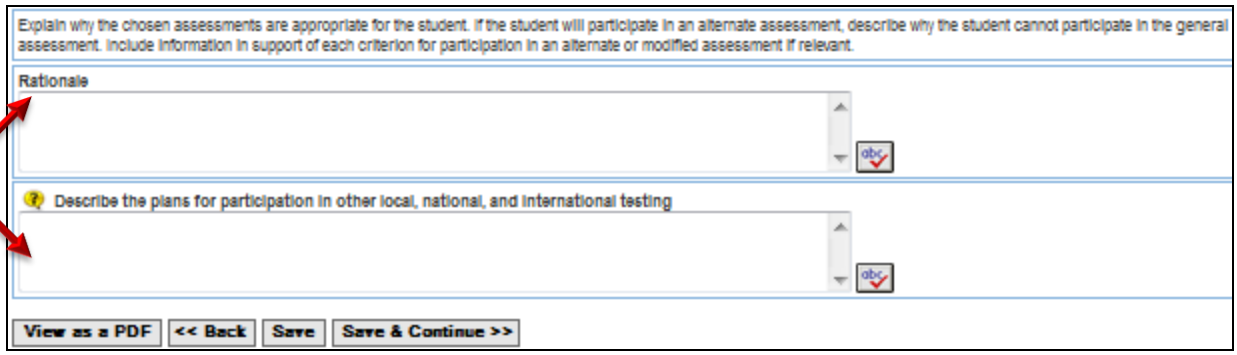


When an assessment is selected with accommodations, a button appears

- Click **ADD ACCOMMODATIONS**
- Select accommodations for that test and click **SAVE & CONTINUE**
- Do this for each test that has accommodations

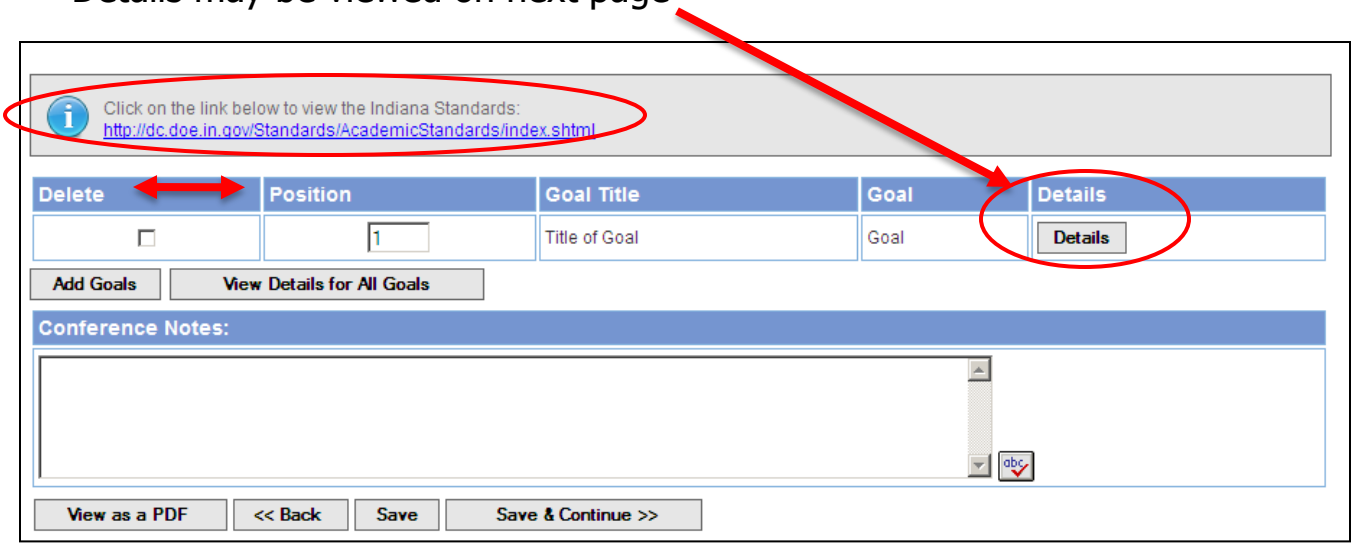

Area: Math (7)
Accommodations
Timing / Scheduling: Time of day for testing altered
Timing / Scheduling: Student provided with additional breaks
Timing / Scheduling: Test administered in several sessions

- Enter Rationale
- Describe plans for other testing
- Click **SAVE & CONTINUE**


Explain why the chosen assessments are appropriate for the student. If the student will participate in an alternate assessment, describe why the student cannot participate in the general assessment. Include information in support of each criterion for participation in an alternate or modified assessment if relevant.
Rationale
Describe the plans for participation in other local, national, and international testing
View as a PDF
<< Back
Save
Save & Continue >>

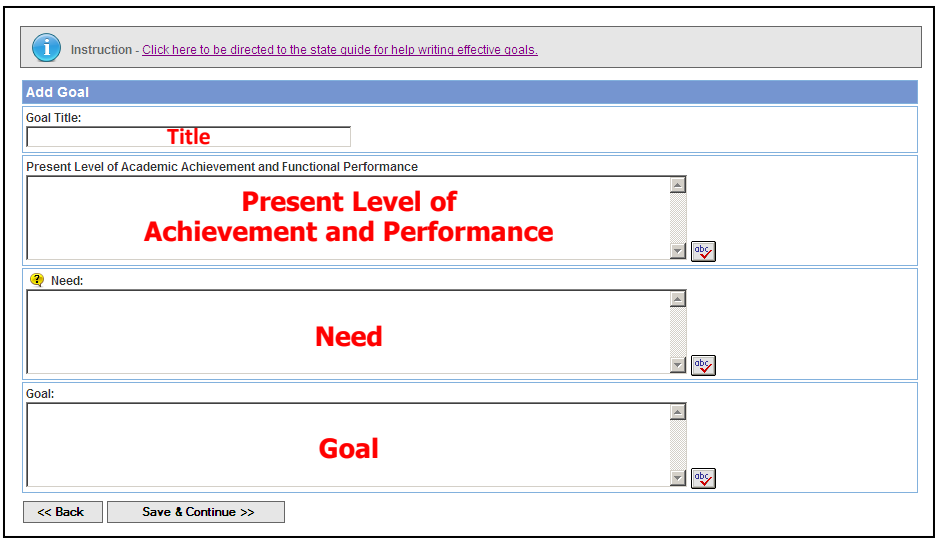
Goals

- The information bar provides a link to the Indiana Standards
- Users may organize goals on this page by either changing the position of or deleting the goal
- Details may be viewed on next page



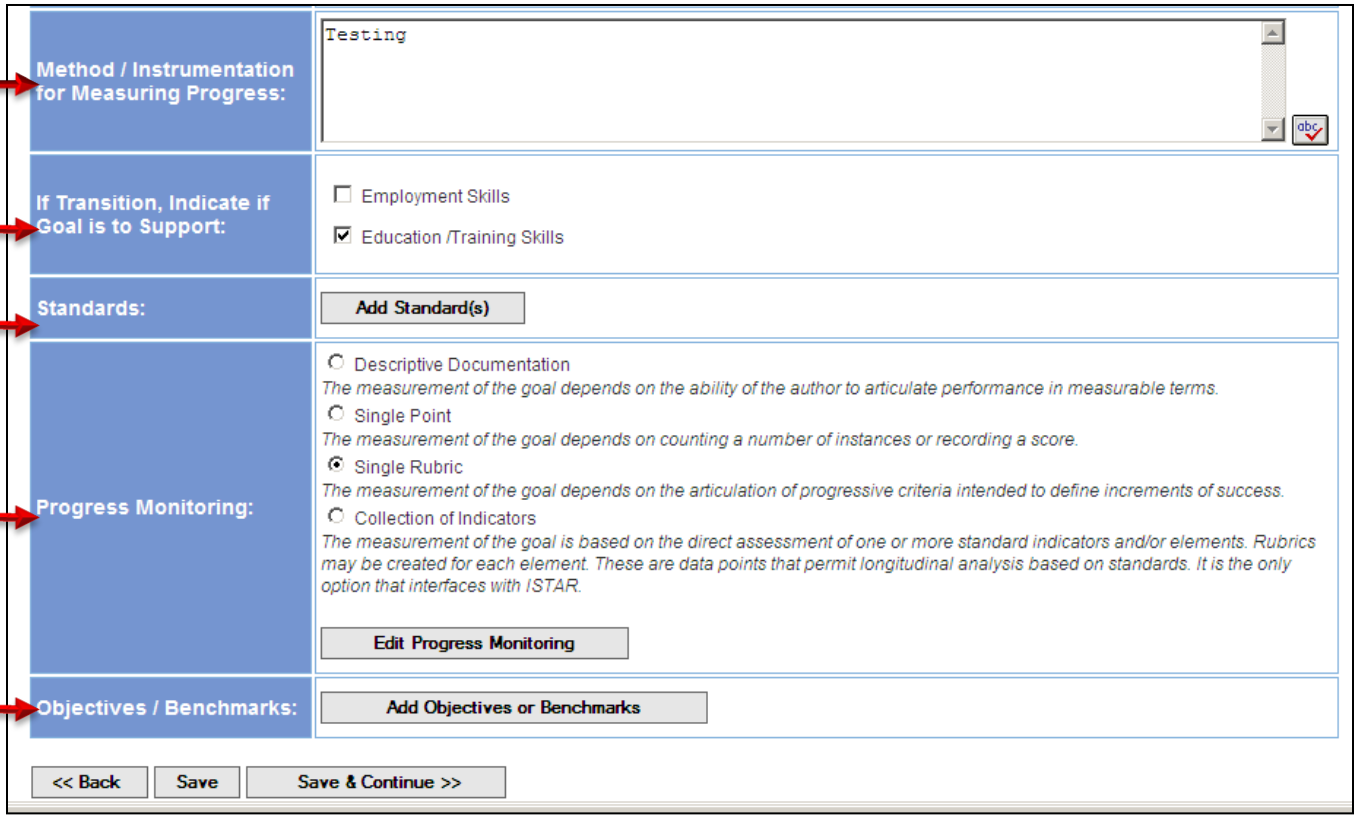
Adding A Goal

- Click **ADD GOALS**
- Enter
  - Goal Title
  - Present Level
  - Need
  - Goal
- Click **SAVE & CONTINUE**



Goal Details

The Goal Details page includes information from the Add Goals page

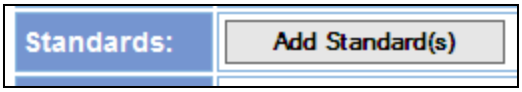

Method / Instrumentation for Measuring Progress:
Testing
If Transition, Indicate if Goal is to Support:
Employment Skills
Education /Training Skills
Standards:
Add Standard(s)
Progress Monitoring:
Descriptive Documentation
The measurement of the goal depends on the ability of the author to articulate performance in measurable terms.
Single Point
The measurement of the goal depends on counting a number of instances or recording a score.
Single Rubric
The measurement of the goal depends on the articulation of progressive criteria intended to define increments of success.
Collection of Indicators
The measurement of the goal is based on the direct assessment of one or more standard indicators and/or elements. Rubrics may be created for each element. These are data points that permit longitudinal analysis based on standards. It is the only option that interfaces with ISTAR.
Edit Progress Monitoring
Objectives / Benchmarks:
Add Objectives or Benchmarks
<< Back
Save
Save & Continue >>

- Enter the Method/Instrumentation for Measuring Progress:
- If this is a transition goal, indicate what it supports
  - This will not appear if transition is not being addressed
- Add Standards that pertain to the goal
- Select Type of Progress Monitoring
- Add Goals/Objectives that pertain to the goal if required
- Click **SAVE & CONTINUE** – system returns to the main Goals page
- Click **SAVE & CONTINUE** from the main Goals page to continue in the IEP process

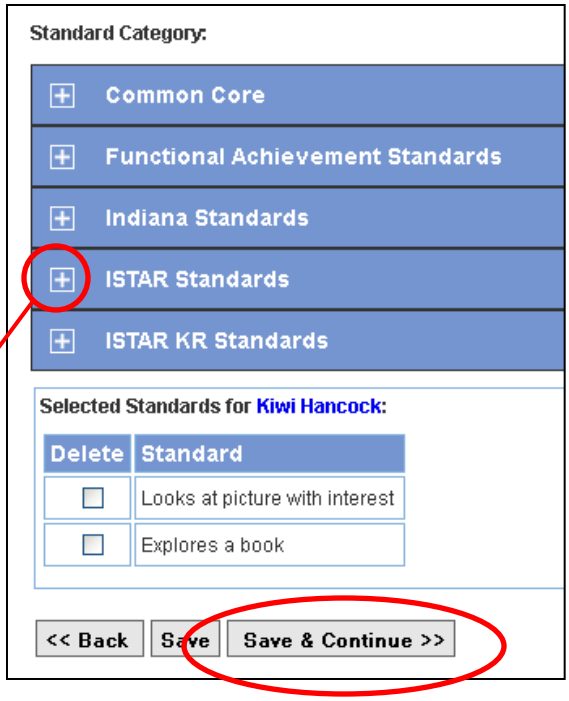
Adding Standards

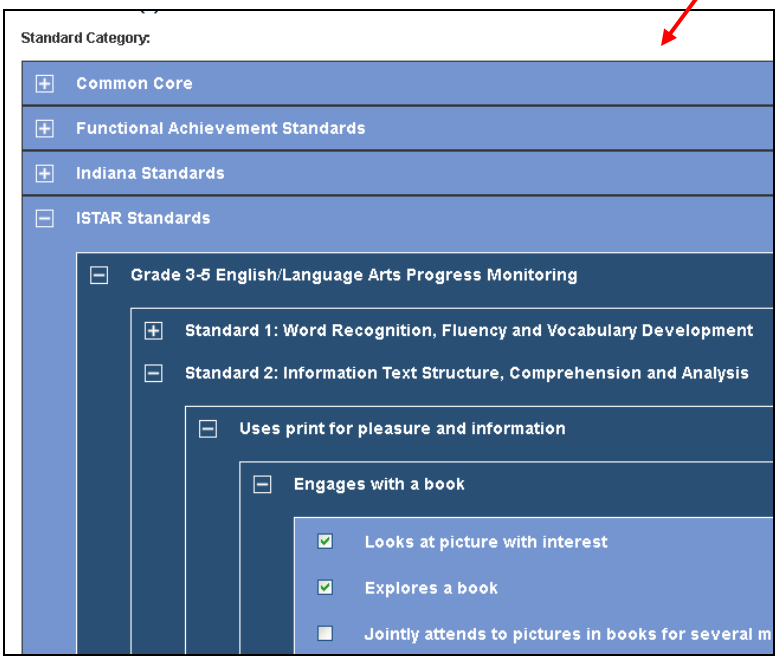
You may add standards from the following sources:

- Common Core State Standards
- Functional Achievement Standards
- Indiana Standards
- ISTAR Standards
- ISTAR KR Standards



- Click the **ADD STANDARDS** button on the Goal Details page
- Select Category and drill down to the desired standard
- Select appropriate standard
- Repeat this process to select multiple standards for this goal
- Click **SAVE & CONTINUE**




Standard Category:
Common Core
Functional Achievement Standards
Indiana Standards
ISTAR Standards
Grade 3-5 English/Language Arts Progress Monitoring
Standard 1: Word Recognition, Fluency and Vocabulary Development
Standard 2: Information Text Structure, Comprehension and Analysis
Uses print for pleasure and information
Engages with a book
Looks at picture with interest
Explores a book
Jointly attends to pictures in books for several m

You may delete a goal by checking **DELETE** and clicking **SAVE.**

Edit Progress Monitoring

Progress monitoring is used to assess students' academic performance and evaluate the effectiveness of instruction. IndianaIEP has four types of monitoring available.

- **Descriptive Documentation -** The measurement of the goal depends on the ability of the author to articulate performance in measurable terms.

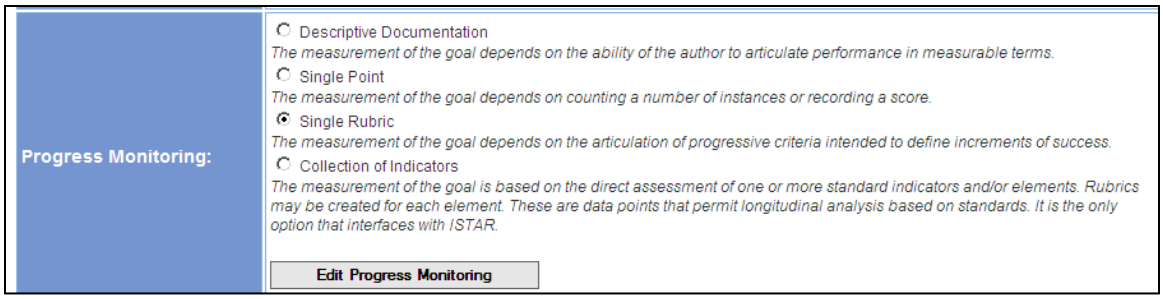
- **Single Point -** The measurement of the goal depends on counting a number of instances or recording a score.

- **Single Rubric –** The measurement of the goal depends on the articulation of progressive criteria intended to define increments of success.

- **Collection of Indicators -** The measurement of the goal is based on the direct assessment of one or more standard indicators and/or elements. Rubrics may be created for each element. These are data points that permit longitudinal analysis based on standards. It is the only option that interfaces with ISTAR.

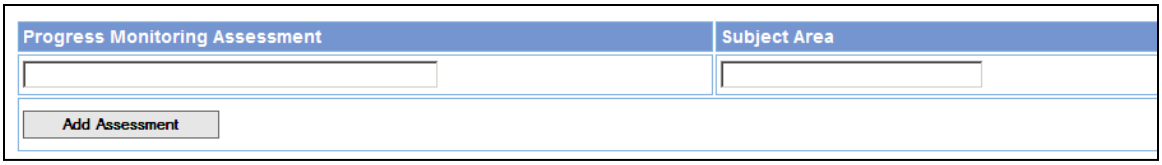
Editing Progress Monitoring

1. Select type of Progress Monitoring and click **Edit Progress Monitoring** button


Progress Monitoring:
Descriptive Documentation
The measurement of the goal depends on the ability of the author to articulate performance in measurable terms.
Single Point
The measurement of the goal depends on counting a number of instances or recording a score.
Single Rubric
The measurement of the goal depends on the articulation of progressive criteria intended to define increments of success.
Collection of Indicators
The measurement of the goal is based on the direct assessment of one or more standard indicators and/or elements. Rubrics may be created for each element. These are data points that permit longitudinal analysis based on standards. It is the only option that interfaces with ISTAR.
Edit Progress Monitoring

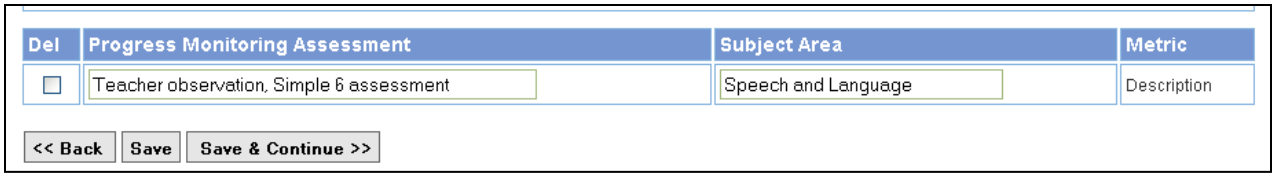
Edit Progress Monitoring cont.

2. Enter assessment title and subject area then click **ADD ASSESSMENT** button
   - A metric is required to add an assessment when Single Point is selected
   - You can add more than one assessment for each goal

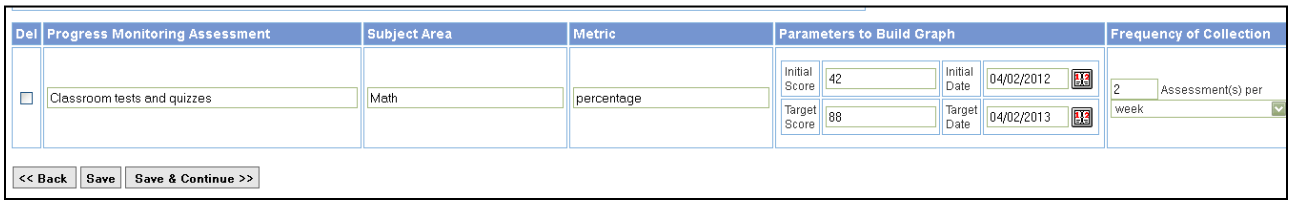


3. Complete chart for Progress Monitoring Assessment and click **SAVE & CONTINUE** button
   - The system returns to the Goal Details page
   - Click **SAVE & CONTINUE** button to return to the Goals page
   - Click **SAVE & CONTINUE** button to continue in the process

Descriptive Documentation – no additional information is required



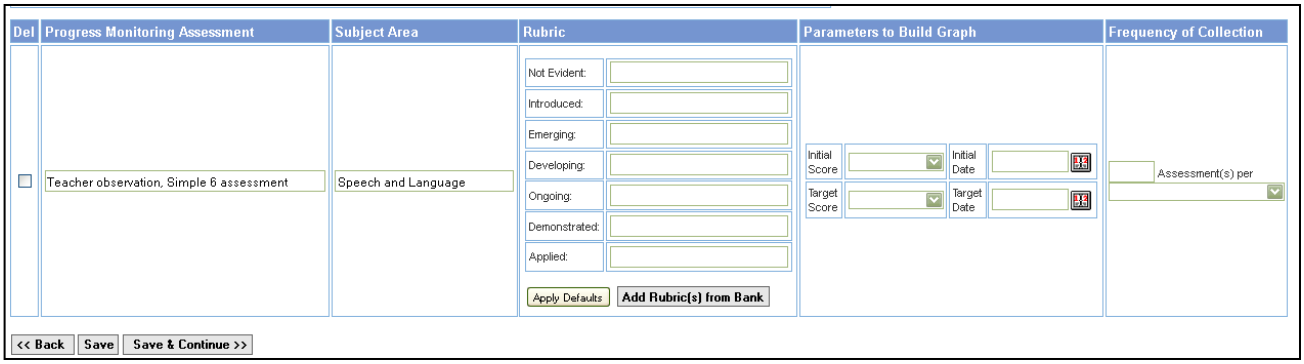
Single Point – Enter the following areas:
   - Parameters to build graph
     - The initial and target dates must within the dates of the IEP
   - Frequency of Collection



Edit Progress Monitoring cont.

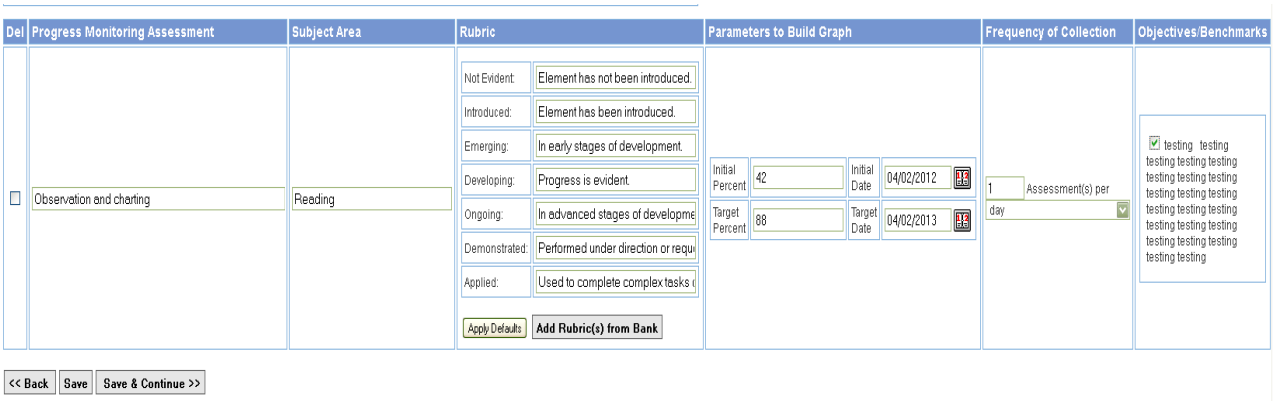
Single Rubric – Enter the following areas:

- Rubric
- Parameters to Build Graph
  - The initial and target dates must within the dates of the IEP
- Frequency of Collection



Collection of Indicators – Enter the following areas:

- Rubric
- Parameters to Build Graph
  - The initial and target dates must within the dates of the IEP
- Frequency of Collection
- Objectives/Benchmarks

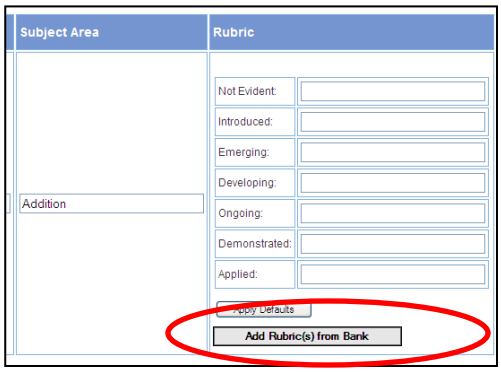

Del
Progress Monitoring Assessment
Subject Area
Rubric
Parameters to Build Graph
Frequency of Collection
Objectives/Benchmarks
Observation and charting
Reading
Not Evident:
Element has not been introduced.
Introduced:
Element has been introduced.
Emerging:
In early stages of development.
Developing:
Progress is evident.
Ongoing:
In advanced stages of developme
Demonstrated:
Performed under direction or requ
Applied:
Used to complete complex tasks
Apply Defaults
Add Rubric(s) from Bank
Initial Percent
42
Initial Date
04/02/2012
Target Percent
88
Target Date
04/02/2013
1
Assessment(s) per
day
testing testing testing

Creating Rubric Banks

A user can customize a rubric bank where you can save and manage rubrics that you have created for your students.

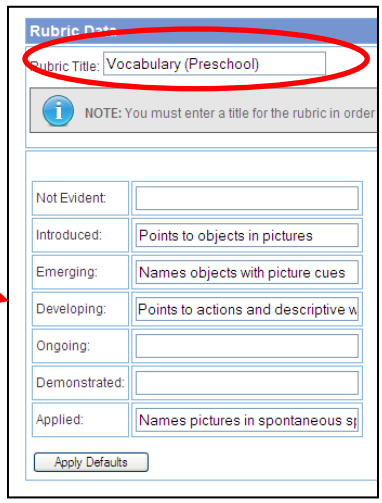
The rubric bank is accessed through the IEP Process > Goals > Goal Details > Progress Monitoring

- Select Single Rubric or Collection of Indicators for type of progress monitoring
- Click **EDIT PROGRESS MONITORING**
- Click **ADD RUBRIC(S) FROM BANK** button in Rubric column



- Click **MANAGE RUBRICS IN BANK**

- Enter a rubric title
- Enter the details of the rubric
- Click **SAVE**

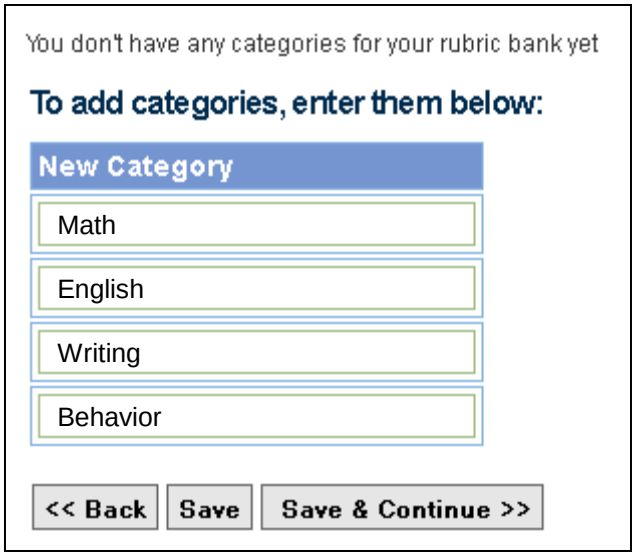

Rubric Title: Vocabulary (Preschool)
NOTE: You must enter a title for the rubric in order
Not Evident:
Introduced: Points to objects in pictures
Emerging: Names objects with picture cues
Developing: Points to actions and descriptive w
Ongoing:
Demonstrated:
Applied: Names pictures in spontaneous sp
Apply Defaults

Managing Rubric Banks

You can manage your Rubric Banks by categorizing them under a specific name. You can also import all rubrics you have created for different students, categorize them, and place them in your rubric bank.

Categorize Rubric Banks

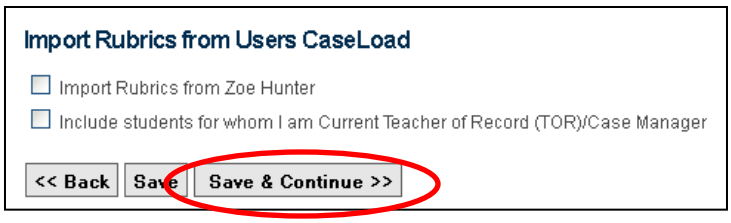
- Click on **CREATE CATEGORIES FOR MY RUBRIC BANK** button
- Enter category names
- Click **SAVE & CONTINUE**



The rubric should appear at the top of the Manage Users Rubric Bank page.

Import Rubrics from Caseload

- Click **IMPORT RUBRICS TO MY RUBRIC BANK FROM MY CASELOAD** button
- Select from where to import rubrics
- Click **SAVE & CONTINUE**

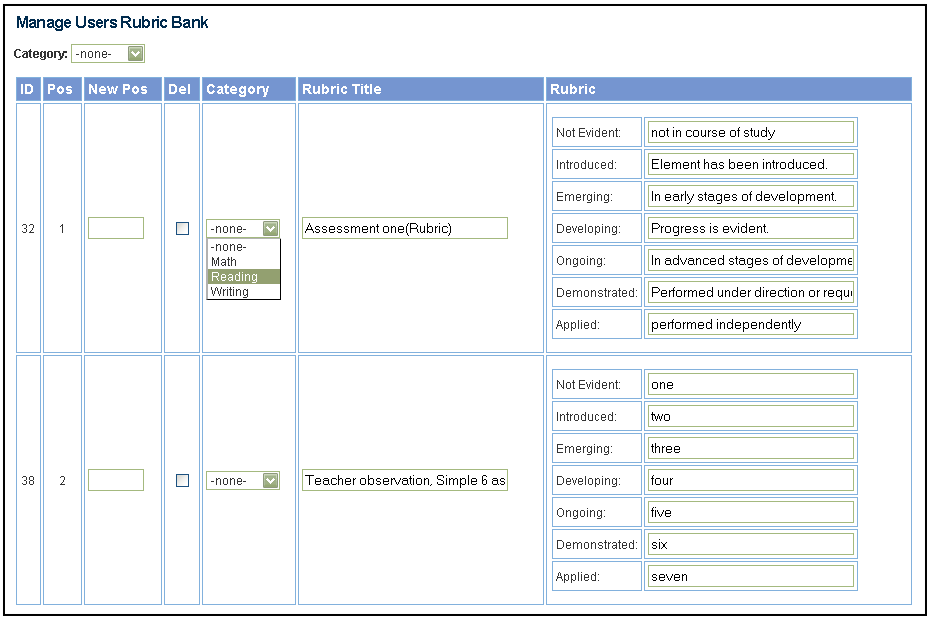


The rubric should appear at the top of the Manage Users Rubric Bank page.

Adding a Rubric from the Bank

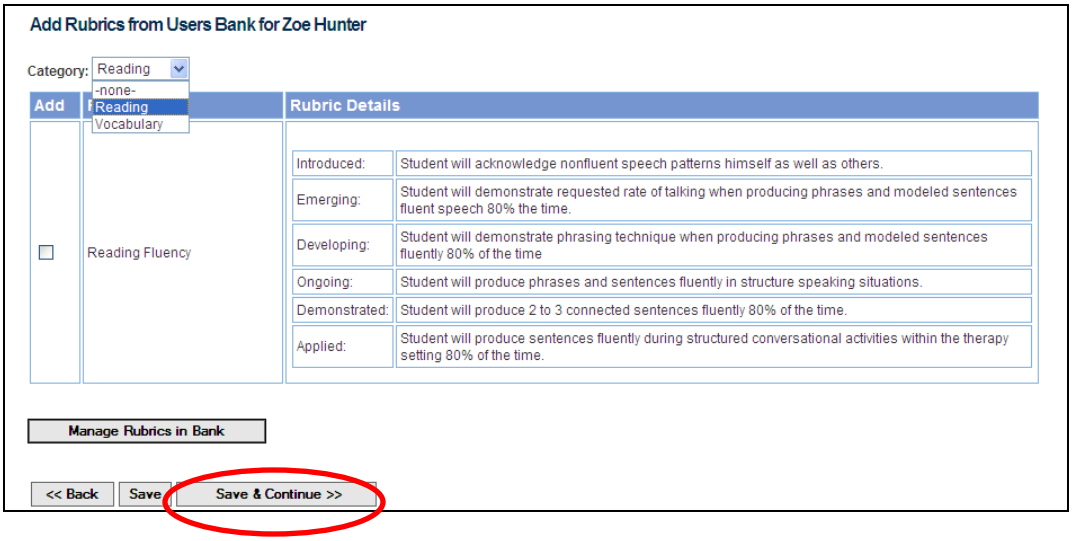
- Select a category
- Click **SAVE & CONTINUE TO <student name>**

The system returns to the Add Rubrics from Users Bank for <student name> page.



To Add a Rubric to your goal:

- Select the category for the bank that you wish to add from the Add Rubrics from Users Bank page
- Place a check mark in the box in the Add column
- Then click on **SAVE AND CONTINUE**

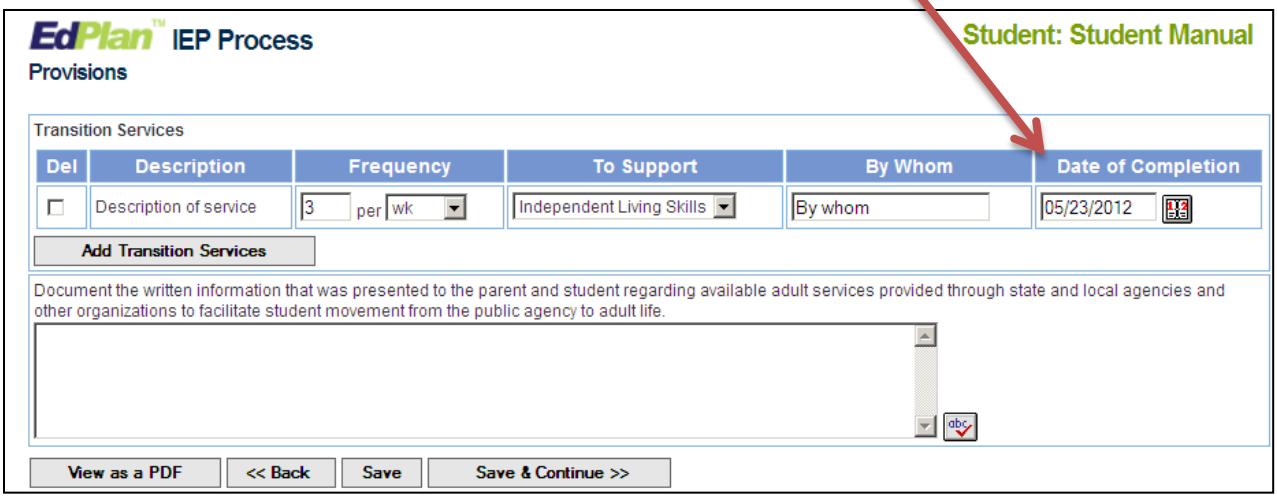

Add Rubrics from Users Bank for Zoe Hunter
Category: Reading
-none-
Reading
Vocabulary
Add
Rubric Details
Reading Fluency
Introduced: Student will acknowledge nonfluent speech patterns himself as well as others.
Emerging: Student will demonstrate requested rate of talking when producing phrases and modeled sentences fluent speech 80% the time.
Developing: Student will demonstrate phrasing technique when producing phrases and modeled sentences fluently 80% of the time
Ongoing: Student will produce phrases and sentences fluently in structure speaking situations.
Demonstrated: Student will produce 2 to 3 connected sentences fluently 80% of the time.
Applied: Student will produce sentences fluently during structured conversational activities within the therapy setting 80% of the time.
Manage Rubrics in Bank
<< Back
Save
Save & Continue >>

Provisions – Transition Services

Transition Services appears only if the Transition was selected for the student.

- Click **ADD TRANSITION SERVICES**

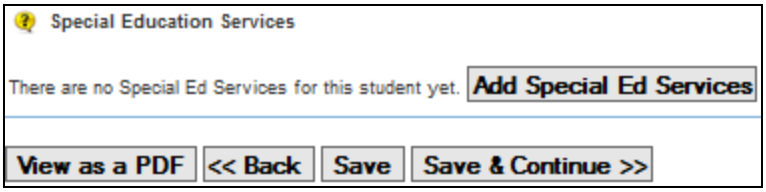
- Enter Description, Skills to Support, By Whom, and Date of Completion
  - Date of Completion automatically populates with the IEP End Date
  - Click **SAVE & CONTINUE**

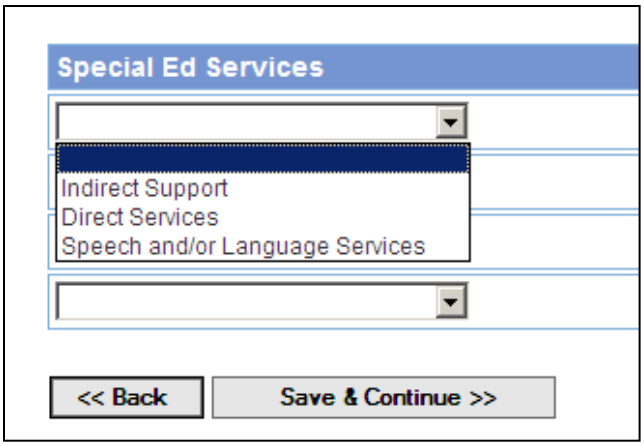


- Transition Services are displayed on the Provisions page
  - Document information presented regarding adult services
  - Click **SAVE** (You must finish the rest of the Provisions page to continue)

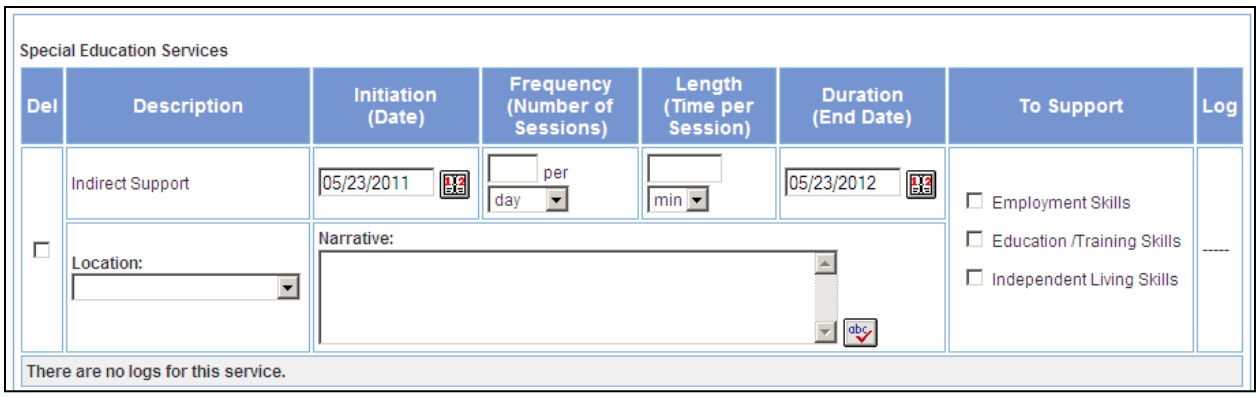
Provisions –Special Ed Services

- Click **ADD SPECIAL ED SERVICES**





- Select desired services
- Click **SAVE & CONTINUE**

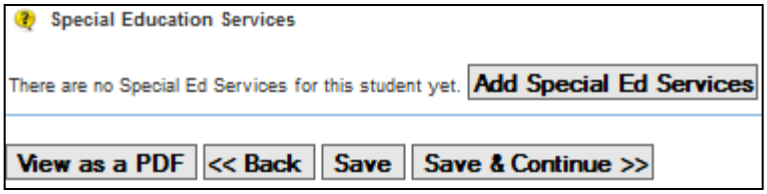


Enter Initiation, Frequency, Length, Duration, and Location of services

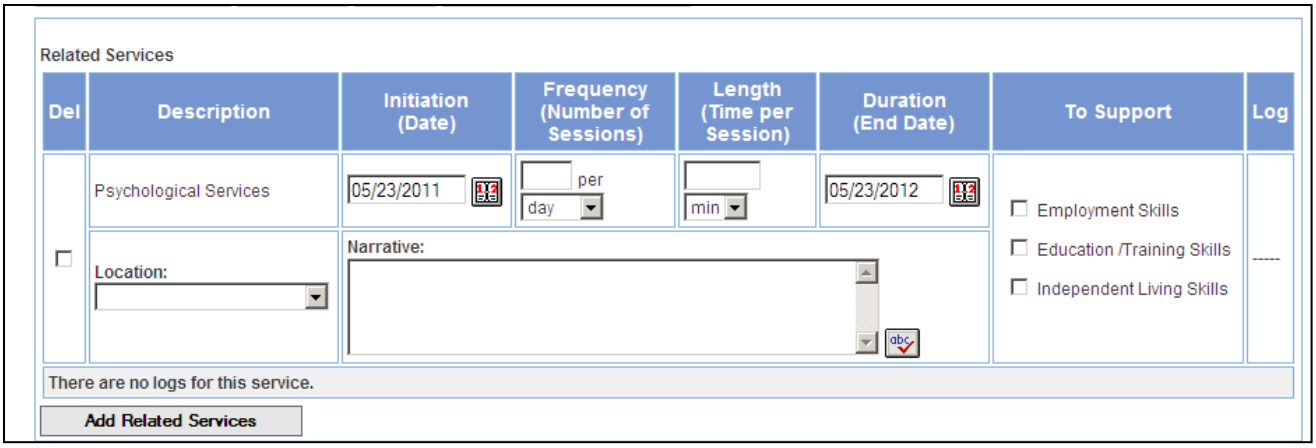
- Initiation and Duration automatically populate with the IEP Begin and End dates –these dates may be edited by the user
- If this is a Transition IEP, user must select an option in "To Support".
  - "To Support" does not appear if this is not a Transition IEP
- Click **SAVE** or **SAVE & CONTINUE**

Provisions –Related Services

- Click **ADD RELATED SERVICES**



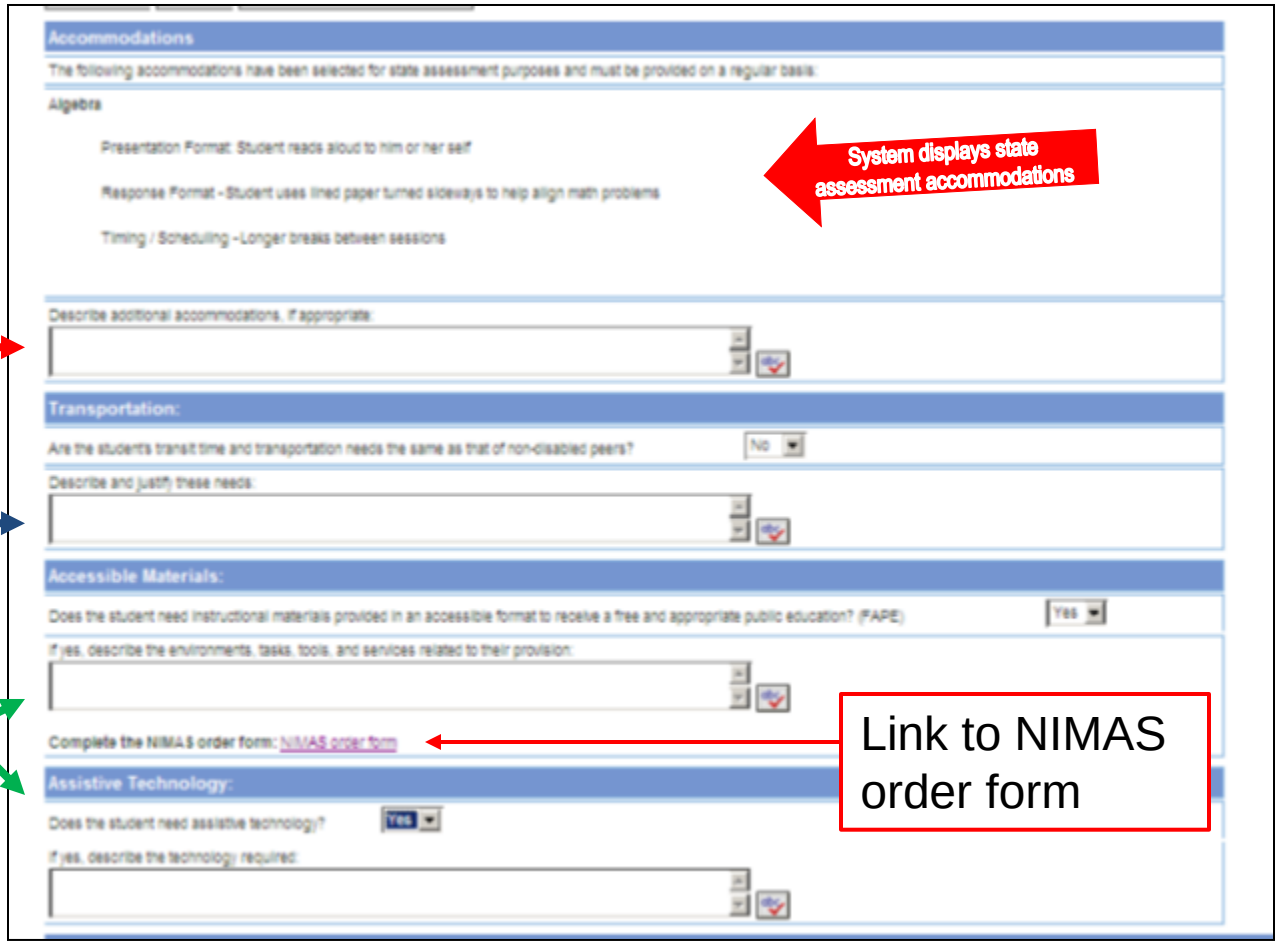
- Select desired services
- Click **SAVE & CONTINUE**



Enter Initiation, Frequency, Length, Duration, and Location of services

- Initiation and Duration automatically populate with the IEP Begin and End dates – these dates may be edited
- If this is a Transition IEP, user must select an option in "To Support".
  - "To Support" does not appear if this is not a Transition IEP
- Click **SAVE** or **SAVE & CONTINUE**

Provisions – Misc.


Accommodations
The following accommodations have been selected for state assessment purposes and must be provided on a regular basis:
Algebra
Presentation Format: Student reads aloud to him or her self
Response Format - Student uses lined paper turned sideways to help align math problems
Timing / Scheduling - Longer breaks between sessions
System displays state assessment accommodations
Describe additional accommodations, if appropriate:
Transportation:
Are the student's transit time and transportation needs the same as that of non-disabled peers?
No
Describe and justify these needs:
Accessible Materials:
Does the student need instructional materials provided in an accessible format to receive a free and appropriate public education? (FAPE)
Yes
If yes, describe the environments, tasks, tools, and services related to their provision:
Complete the NIMAS order form: NIMAS order form
Link to NIMAS order form
Assistive Technology:
Does the student need assistive technology?
Yes
If yes, describe the technology required:

Accommodations

- System displays state assessment accommodations
- Describe any additional accommodations

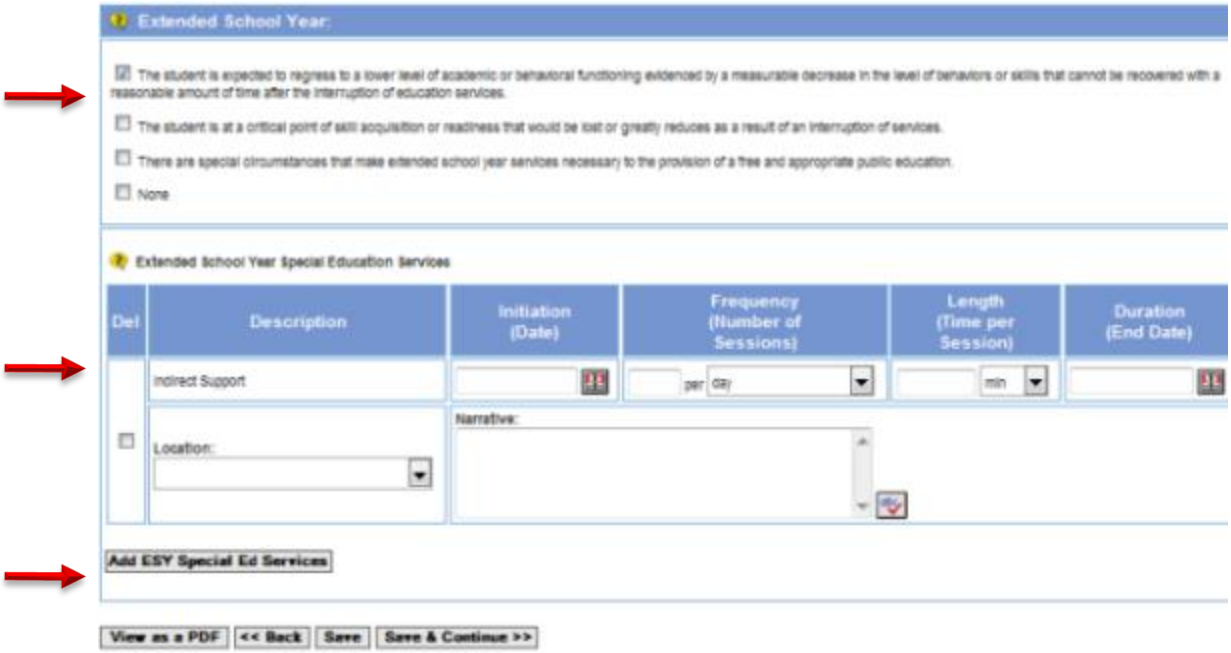
Transportation

- Indicate if transportation needs are the same as non-disabled peers
- If No a text box appears to justify needs

Accessible Materials & Assistive Technology

- Indicate if the student needs accessible materials or assistive technology
- If Yes, a text box appears to add details

Provisions – Extended School Year

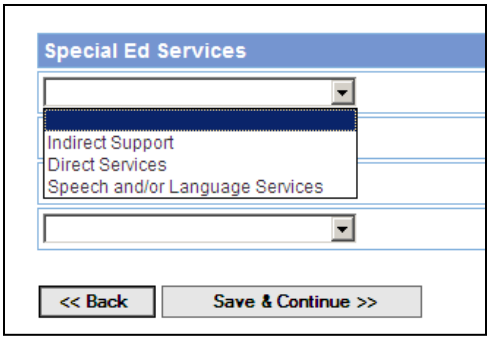

Extended School Year:
The student is expected to regress to a lower level of academic or behavioral functioning evidenced by a measurable decrease in the level of behaviors or skills that cannot be recovered with a reasonable amount of time after the interruption of education services.
The student is at a critical point of skill acquisition or readiness that would be lost or greatly reduces as a result of an interruption of services.
There are special circumstances that make extended school year services necessary to the provision of a free and appropriate public education.
None
Extended School Year Special Education Services
Del
Description
Initiation (Date)
Frequency (Number of Sessions)
Length (Time per Session)
Duration (End Date)
Indirect Support
per
day
min
Location:
Narrative:
Add ESY Special Ed Services
View as a PDF
<< Back
Save
Save & Continue >>

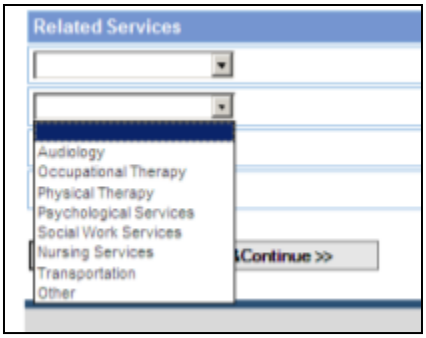
Indicate a reason to include an Extended School Year

- If ESY is not being considered, click **NONE**

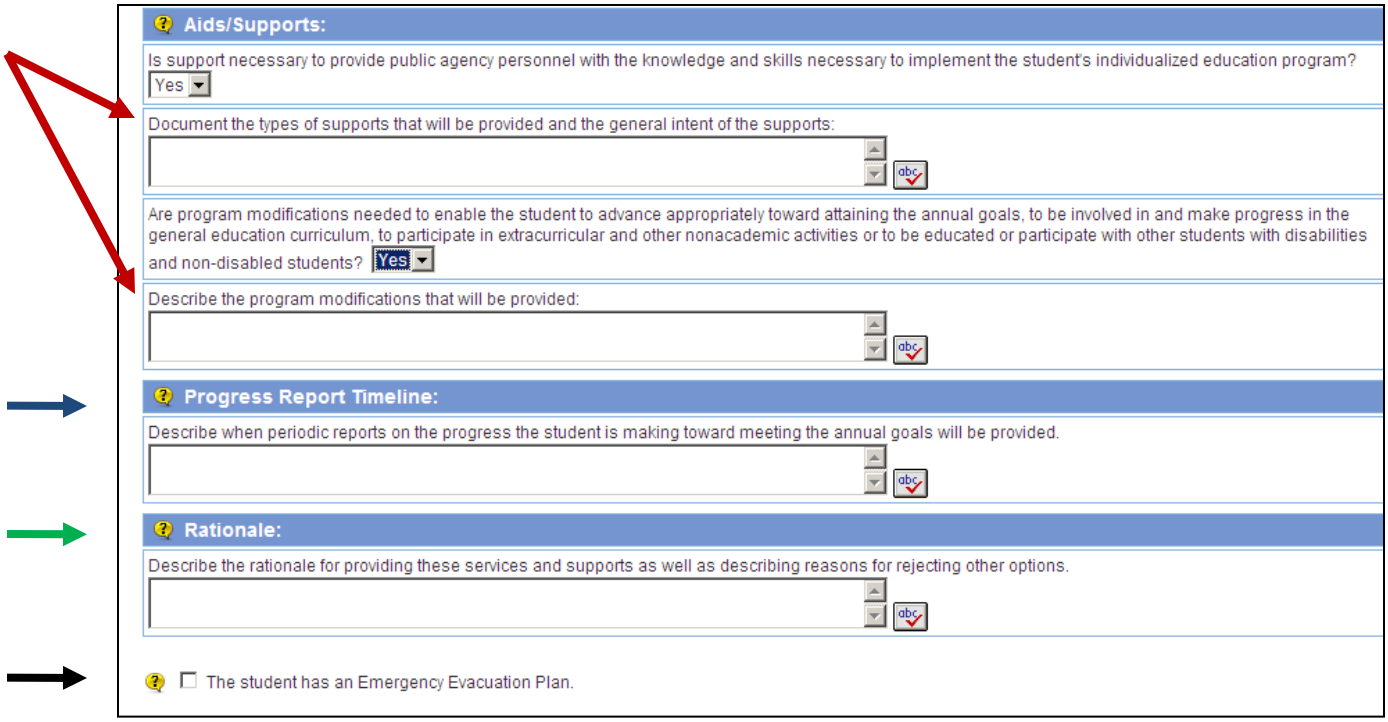
You may add specific Special Education or Related Services that are tied to an Extended School Year

- Click on **Add ESY Special Ed Services** or **Add ESY Related Services**
- Select service and click **SAVE & CONTINUE**
- The services are displayed under the Extended School Year section
- Enter Initiation, Frequency, Length, Duration, and Location of Services
- Click **SAVE & CONTINUE**





Provisions – Misc.


Aids/Supports:
Is support necessary to provide public agency personnel with the knowledge and skills necessary to implement the student's individualized education program?
Yes
Document the types of supports that will be provided and the general intent of the supports:
Are program modifications needed to enable the student to advance appropriately toward attaining the annual goals, to be involved in and make progress in the general education curriculum, to participate in extracurricular and other nonacademic activities or to be educated or participate with other students with disabilities and non-disabled students?
Yes
Describe the program modifications that will be provided:
Progress Report Timeline:
Describe when periodic reports on the progress the student is making toward meeting the annual goals will be provided.
Rationale:
Describe the rationale for providing these services and supports as well as describing reasons for rejecting other options.
The student has an Emergency Evacuation Plan.

Aids/Supports

- Indicate if there is a need for support or program modifications
- If Yes, a text box will appear to add details

Progress Report Timeline

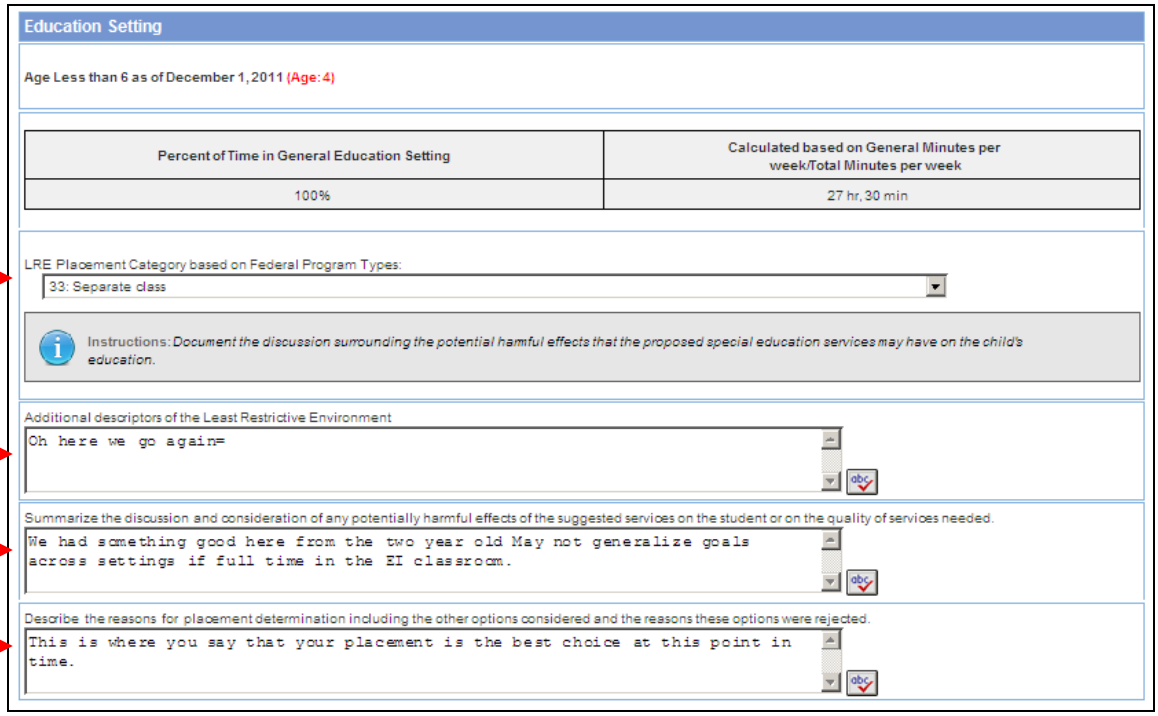
- Describe when periodic reports will be provided

Rationale

- Describe rationale for providing aids and supports as well as reasons for rejecting other options.
- Click **SAVE & CONTINUE**

Check box if the student has an Emergency Evacuation Plan

LRE Placement – 3 to 5 Years

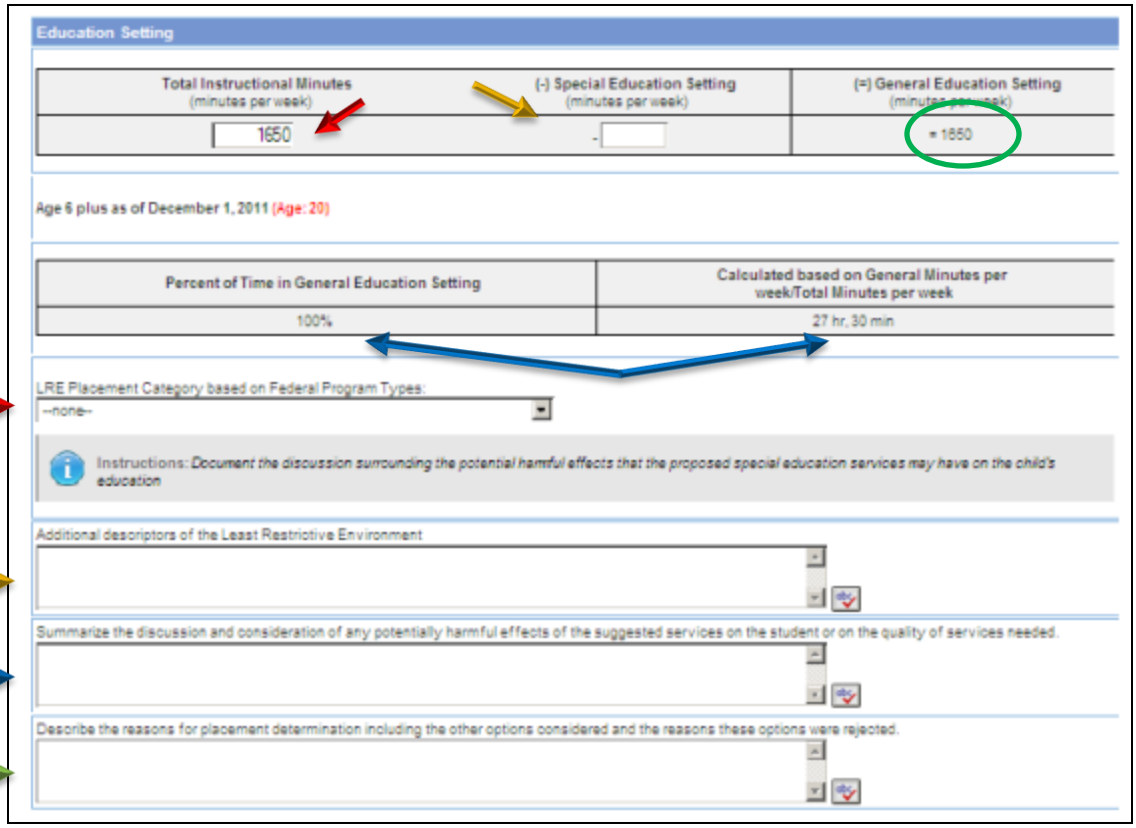

Education Setting
Age Less than 6 as of December 1, 2011 (Age: 4)
Percent of Time in General Education Setting
Calculated based on General Minutes per week/Total Minutes per week
100%
27 hr, 30 min
LRE Placement Category based on Federal Program Types:
33: Separate class
Instructions: Document the discussion surrounding the potential harmful effects that the proposed special education services may have on the child's education.
Additional descriptors of the Least Restrictive Environment
Oh here we go again=
Summarize the discussion and consideration of any potentially harmful effects of the suggested services on the student or on the quality of services needed.
We had something good here from the two year old May not generalize goals across settings if full time in the EI classroom.
Describe the reasons for placement determination including the other options considered and the reasons these options were rejected.
This is where you say that your placement is the best choice at this point in time.

- Select LRE Placement Category – system only show codes allowable
  - 3-5 yrs – Codes 26 to 37
- Enter additional descriptors of the LRE
- Summarize potential harmful effects of suggested services
- Describe reasons for placement determination and rejected options

LRE Placement – 6+ Years

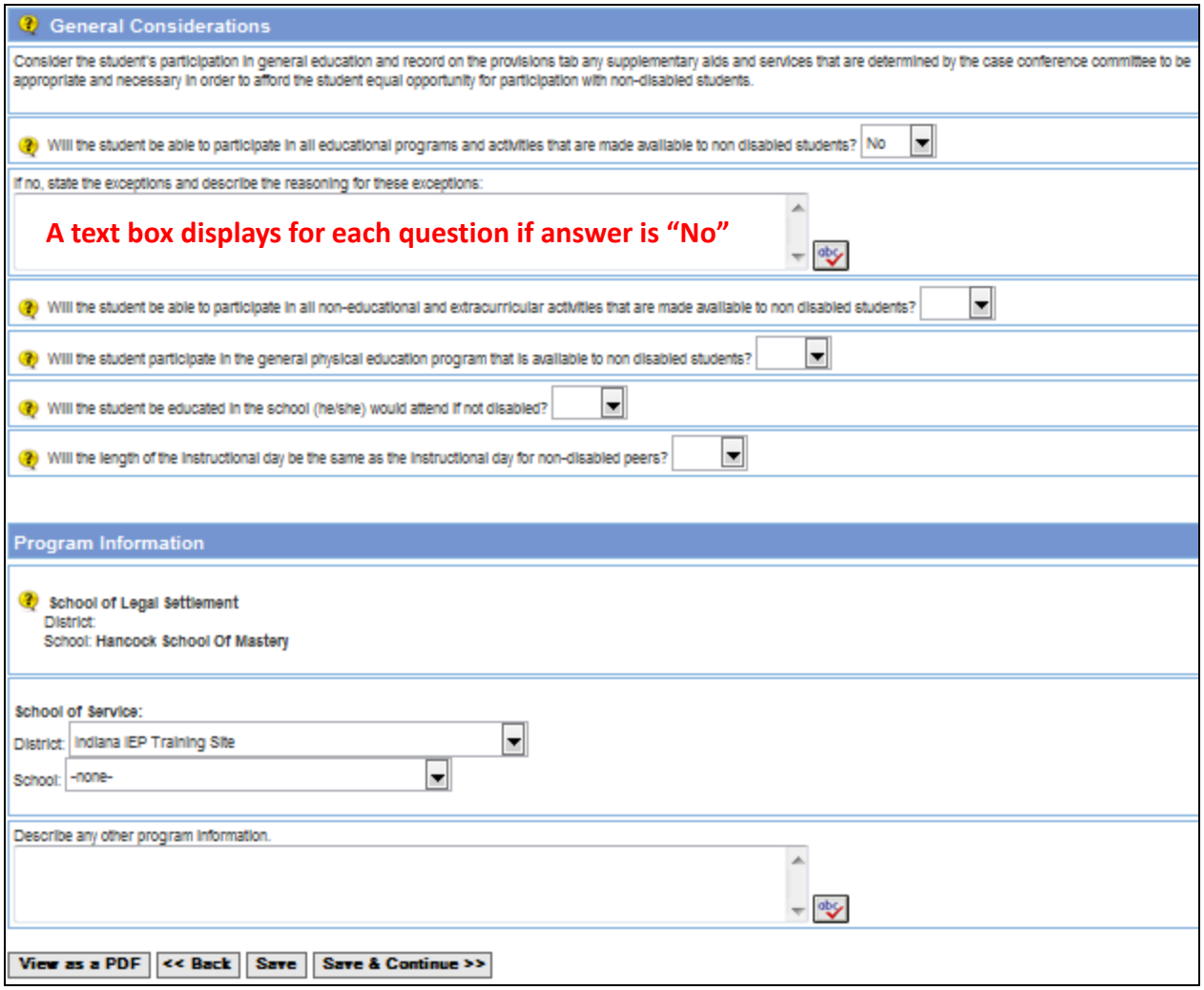
The system provides guidance to help determine LRE placement

- Verify/Update the Total of Educational Minutes per week
- Enter minutes per week spent in Special Education Setting
- System calculates and displays minutes per week spent in General Education
- System displays time in General Education setting by percentage and hh:mm


Education Setting
Total Instructional Minutes
(minutes per week)
1650
(-) Special Education Setting
(minutes per week)
-
(=) General Education Setting
= 1650
Age 6 plus as of December 1, 2011 (Age: 20)
Percent of Time in General Education Setting
100%
Calculated based on General Minutes per week/Total Minutes per week
27 hr, 30 min
LRE Placement Category based on Federal Program Types:
--none--
Instructions: Document the discussion surrounding the potential harmful effects that the proposed special education services may have on the child's education
Additional descriptors of the Least Restrictive Environment
Summarize the discussion and consideration of any potentially harmful effects of the suggested services on the student or on the quality of services needed.
Describe the reasons for placement determination including the other options considered and the reasons these options were rejected.

- Select LRE Placement Category – system only show codes allowable
  - 6-21 yrs – Codes 50 to 57
- Enter additional descriptors of the LRE
- Summarize potential harmful effects of suggested services
- Describe reasons for placement determination and rejected options

LRE Placement – cont.


General Considerations
Consider the student's participation in general education and record on the provisions tab any supplementary aids and services that are determined by the case conference committee to be appropriate and necessary in order to afford the student equal opportunity for participation with non-disabled students.
Will the student be able to participate in all educational programs and activities that are made available to non disabled students?
No
If no, state the exceptions and describe the reasoning for these exceptions:
A text box displays for each question if answer is "No"
Will the student be able to participate in all non-educational and extracurricular activities that are made available to non disabled students?
Will the student participate in the general physical education program that is available to non disabled students?
Will the student be educated in the school (he/she) would attend if not disabled?
Will the length of the instructional day be the same as the instructional day for non-disabled peers?
Program Information
School of Legal Settlement
District:
School: Hancock School Of Mastery
School of Service:
District: Indiana IEP Training Site
School: -none-
Describe any other program information.
View as a PDF
<< Back
Save
Save & Continue >>

General Considerations

- Select Yes/No to general questions concerning student's placement
  - Yes – continue to next question
  - No – text box appears to state exceptions and describe reason for exceptions

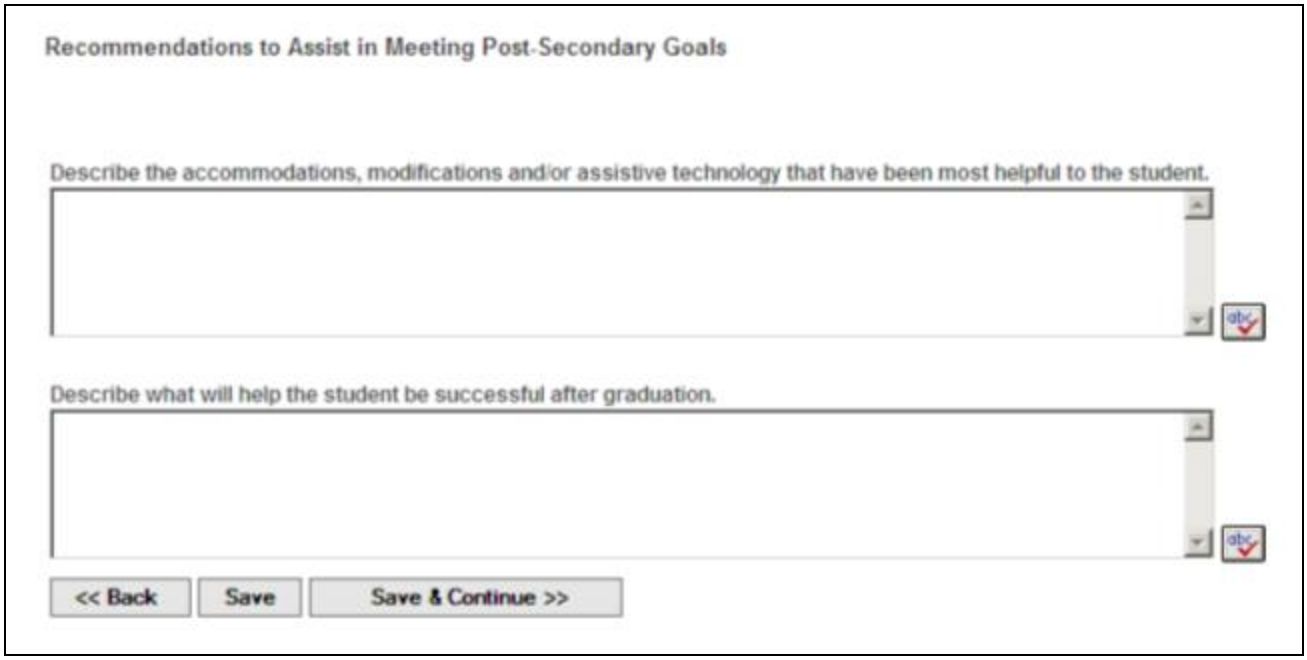
Program Information

- Verify district and school for School of Legal Settlement
- Select district and school for School of Service
- Describe any other program information
- Click **SAVE & CONTINUE**

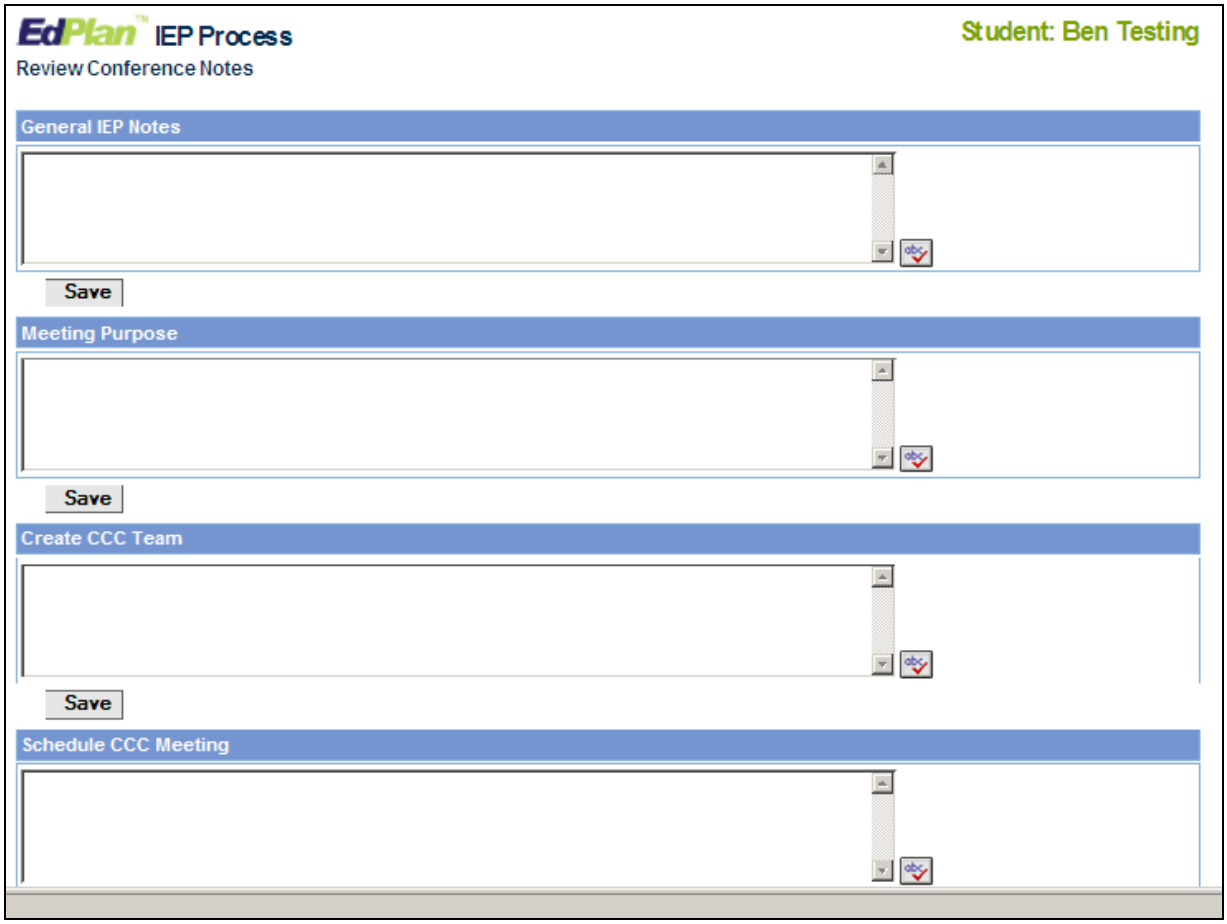
Summary of Performance

Summary of Performance is only required when Exit Secondary Education is selected as a Meeting Purpose.

- Describe accommodations, modifications and/or assistive technology that have been most helpful to the student.
- Describe what will help the student be successful after graduation.
- Click **SAVE & CONTINUE**


Recommendations to Assist in Meeting Post-Secondary Goals
Describe the accommodations, modifications and/or assistive technology that have been most helpful to the student.
Describe what will help the student be successful after graduation.
<< Back
Save
Save & Continue >>

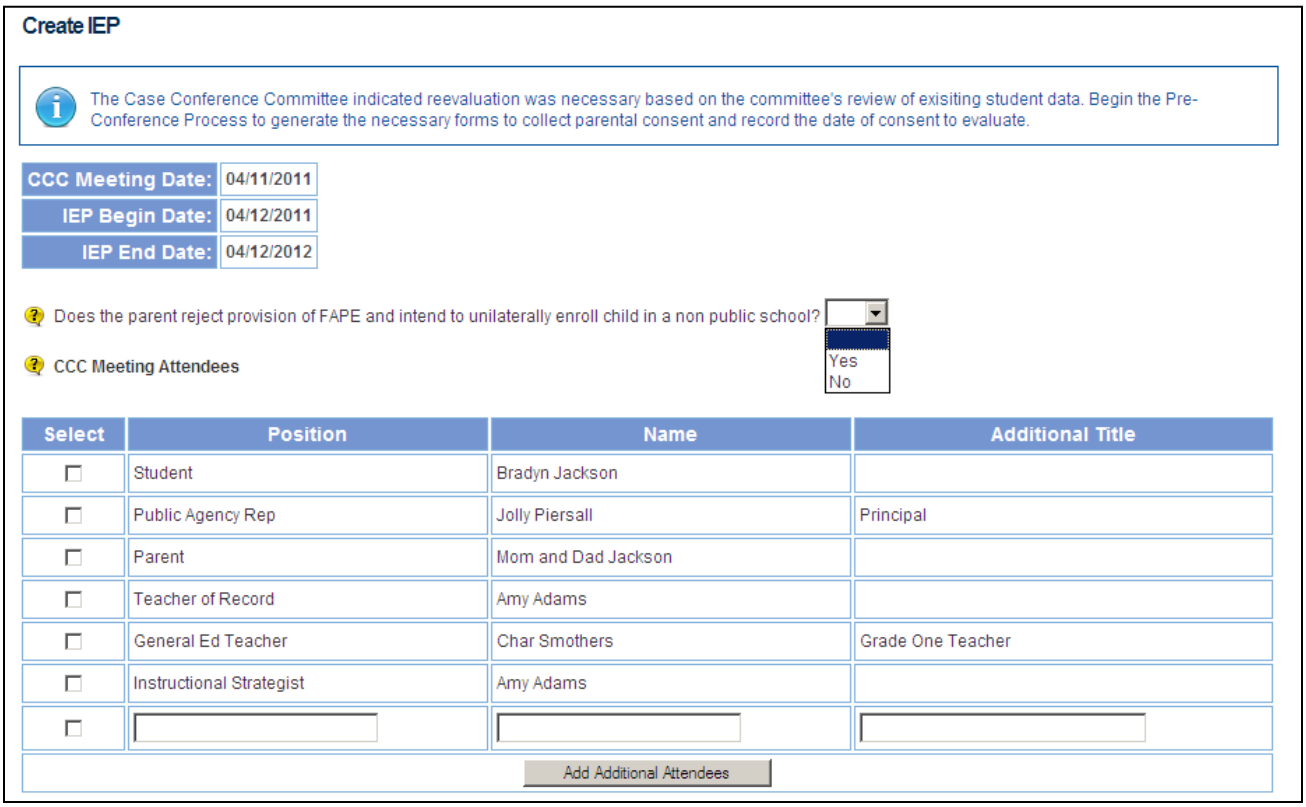
Review Conference Notes



Users may review and edit Conference Notes from the individual pages in the IEP Process.

- If a text box is revised, remember to click the Save button.

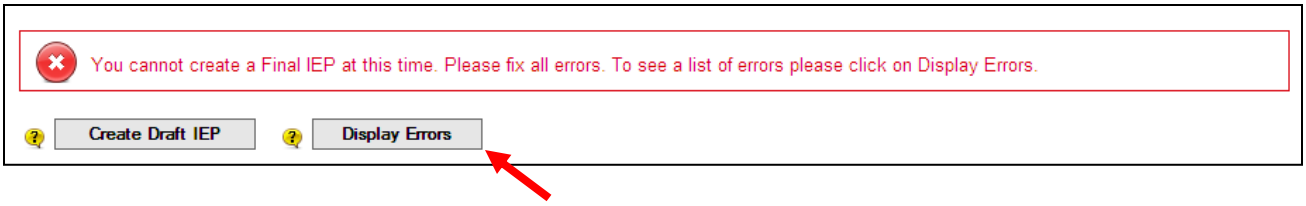
Create IEP


Create IEP
The Case Conference Committee indicated reevaluation was necessary based on the committee's review of exisiting student data. Begin the Pre-Conference Process to generate the necessary forms to collect parental consent and record the date of consent to evaluate.
CCC Meeting Date: 04/11/2011
IEP Begin Date: 04/12/2011
IEP End Date: 04/12/2012
Does the parent reject provision of FAPE and intend to unilaterally enroll child in a non public school?
Yes
No
CCC Meeting Attendees
Select
Position
Name
Additional Title
Student
Bradyn Jackson
Public Agency Rep
Jolly Piersall
Principal
Parent
Mom and Dad Jackson
Teacher of Record
Amy Adams
General Ed Teacher
Char Smothers
Grade One Teacher
Instructional Strategist
Amy Adams
Add Additional Attendees

- Review dates
  - CCC Meeting Date
  - IEP Begin Date and
  - IEP End Date
- Select Yes/No if parent rejects provision
- Select CCC Meeting Attendees who were present
- Click **ADD ADDITIONAL ATTENDEES** to enter any attendees that were at the meeting but not listed above
  - An additional line will appear to manually add attendee

Create IEP – cont.

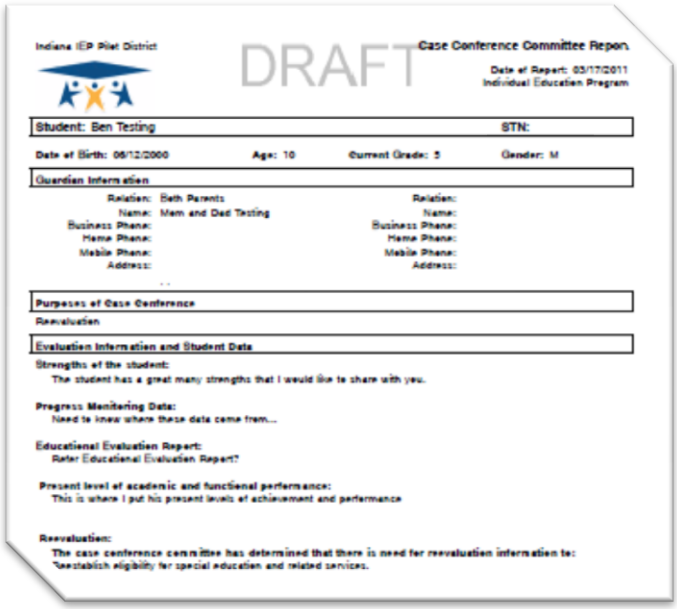
If there are errors on the account, the system will not allow you to create a Final IEP.


You cannot create a Final IEP at this time. Please fix all errors. To see a list of errors please click on Display Errors.
Create Draft IEP
Display Errors

- Click **DISPLAY ERRORS** to display all errors associated with the IEP
- The Create Final IEP button will appear when all errors are fixed
- You may create a Draft IEP at any time

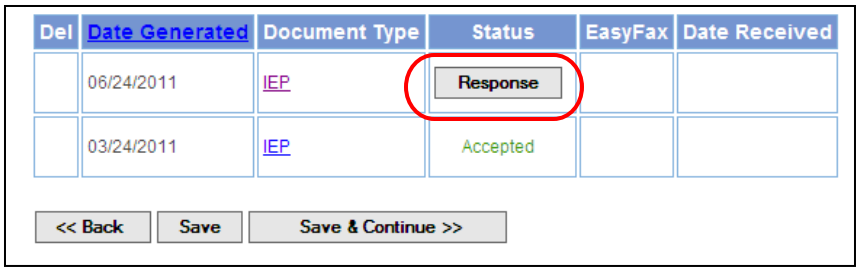
Create IEP

- Click **CREATE DRAFT IEP or CREATE FINAL IEP**
- System creates document
- Click on document to view/print


Indiana IEP Pilot District
DRAFT
Case Conference Committee Report
Date of Report: 03/17/2011
Individual Education Program
Student: Ben Testing
STN:
Date of Birth: 06/12/2000
Age: 10
Current Grade: 5
Gender: M
Guardian Information
Purposes of Case Conference
Reevaluation
Evaluation Information and Student Data
Strengths of the student:
The student has a great many strengths that I would like to share with you.
Progress Monitoring Data:
Need to know where these data come from...
Educational Evaluation Report:
Refer Educational Evaluation Report?
Present level of academic and functional performance:
This is where I put his present levels of achievement and performance
Reevaluation:
The case conference committee has determined that there is need for reevaluation information to:
*reestablish eligibility for special education and related services.

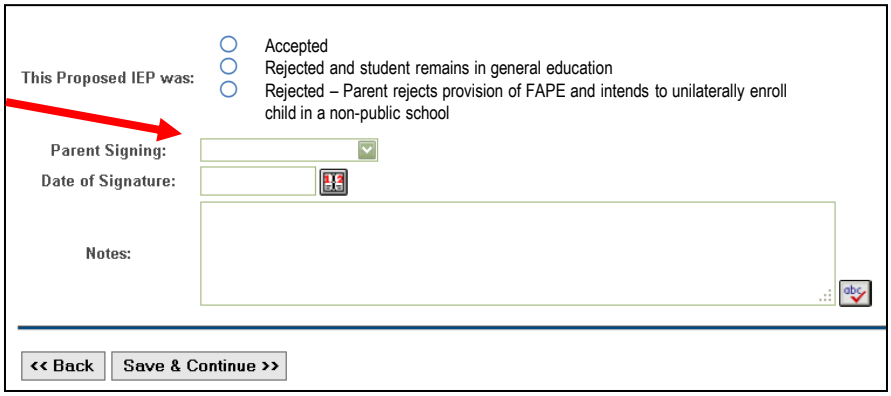
Create IEP – Parent Response

- Click **RESPONSE** button to add parent response
- Complete form
- Click **SAVE & CONTINUE**



The Parent Signing drop down is populated from the Parent Info tab

- "Legal Guardian" and "Include on IEP Team" must be selected for the contact to appear here

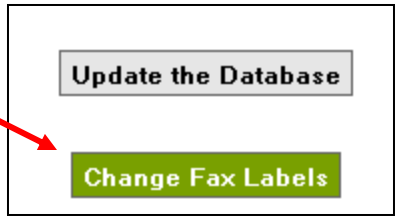

This Proposed IEP was:
Accepted
Rejected and student remains in general education
Rejected – Parent rejects provision of FAPE and intends to unilaterally enroll child in a non-public school
Parent Signing:
Date of Signature:
Notes:
<< Back
Save & Continue >>

Results	Compliance	Event	Other
Accepted	✓	IEP event	The goals will appear in Progress Monitoring Wizard as of the IEP begin date
Rejected and student remains in general education	✓	Non-Eligibility event	Only a selection for an Initial IEP
Rejected – Parent rejects provision of FAPE and intends to unilaterally enroll child in a non-public school	!	IEP Rejected event	Allows user to continue to the ISP process

Renaming Faxes

For a users who have permission to rename fax links, the Change Fax Labels button appears on the student's Documents tab. This permission is available for users with a user type of Planning District Administrator, District Administrator, and Teacher of Record.

- Click on **DOCUMENTS** tab
- Click **CHANGE FAX LABELS** button
- A new page appears showing only documents that have received faxes.



Relabel faxes for Kiwi Hancock

Doc ID	Date Generated	Document	EasyFax	Date Received	Label
2956	01/12/2012	IEP	fax	04/03/2012	2012 IEP - Parent Signature
177	07/11/2011	Notice of Case Conference (Evaluation)	Signature	09/23/2011	Notice of Case Conference signature

(2 Documents)

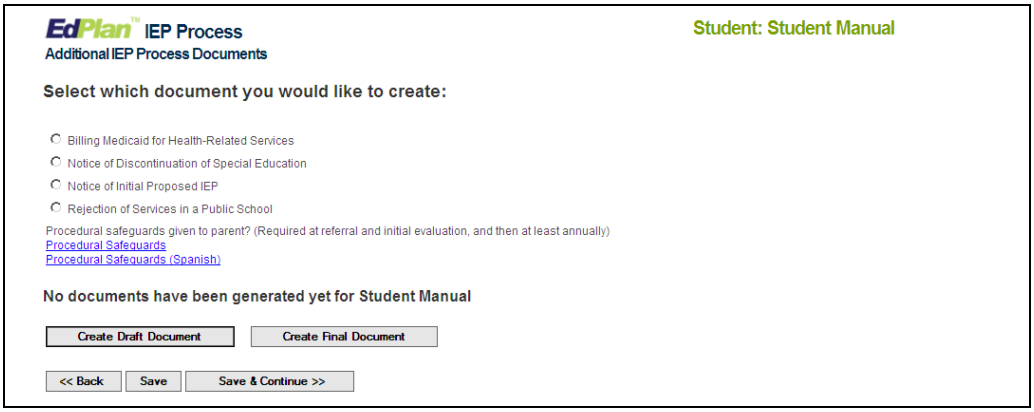
Update the Database

- Enter the new name for the fax in the label field
  - If the Label field is blank, the fax link displays "Fax" as it has always done
- Click **UPDATE THE DATABASE** button
- The results will appear on the Documents page only

Documents created for Kiwi Hancock

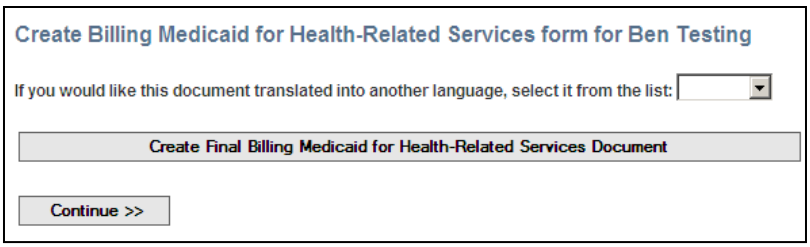
Doc ID	Date Generated	Document		Status	EasyFax	Date Received
3694	05/25/2012	IEP/ISP at a Glance	PDF	☐		
2956	01/12/2012	IEP	PDF	Accepted	2012 IEP - Parent Signature	04/03/2012
2955	01/12/2012	Notice of Case Conference (Evaluation)	PDF	☐		

Additional IEP Process Documents

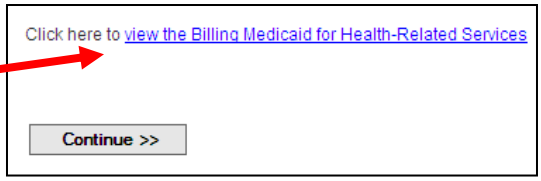

EdPlan IEP Process
Additional IEP Process Documents
Student: Student Manual
Select which document you would like to create:
Billing Medicaid for Health-Related Services
Notice of Discontinuation of Special Education
Notice of Initial Proposed IEP
Rejection of Services in a Public School
Procedural safeguards given to parent? (Required at referral and initial evaluation, and then at least annually)
Procedural Safeguards
Procedural Safeguards (Spanish)
No documents have been generated yet for Student Manual
Create Draft Document
Create Final Document
<< Back
Save
Save & Continue >>

The Additional IEP Process Documents page provides users with quick access to additional documents which may be needed for the student's IEP.

- Select document
- Click **CREATE DRAFT DOCUMENT or CREATE FINAL DOCUMENT**
- Click **CREATE [DOCUMENT NAME]**
- Click **CONTINUE>>** to return to first page


Create Billing Medicaid for Health-Related Services form for Ben Testing
If you would like this document translated into another language, select it from the list:
Create Final Billing Medicaid for Health-Related Services Document
Continue >>

Click link to view/print page

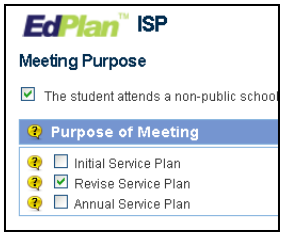


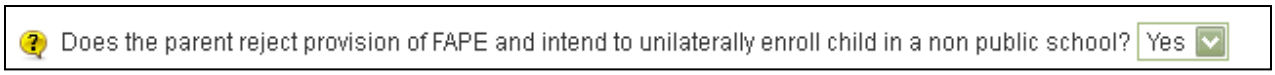
ISP Process - Differences

The Individualized Service Plan (ISP) is much like the IEP process with only a few pages with differences. You will also find that the system has fewer "error checks" when you click the **Save & Continue** button that allows you to complete a page with a green check mark. Information that was entered in the IEP process will roll over to the ISP process workspace in order for you to accept or make revisions. The differences are outlined below by page.

Meeting Purpose page

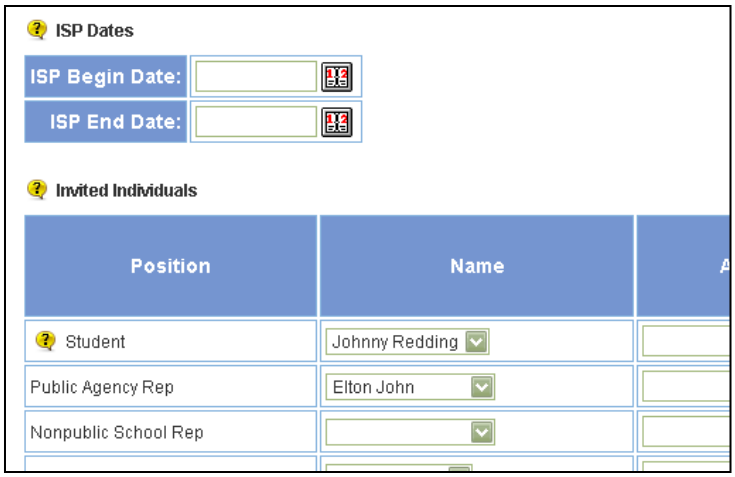
- A new check box allows for an initial ISP when a different district is responsible for the IEP
  - "Initial Service Plan" appears once this is checked
- Purpose options are different
- Question regarding provision of FAPE from the Create IEP page is moved here
  - FAPE must be rejected to complete an ISP





Schedule CCC Meeting page

- IEP Dates do not populate to ISP process
- Non-public School Representative is listed under Invited Individuals



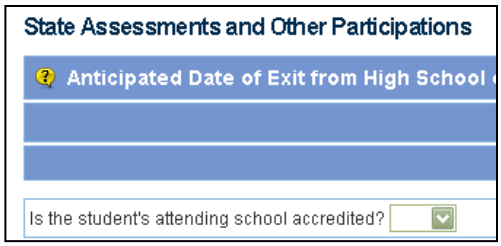
ISP Process - Differences

Special Considerations page – Manifestation Determination is not in the ISP process

Transition page – Not required in the ISP process

State Assessments page

- Additional question concerning accreditation
- If accredited, you must enter accommodations for testing

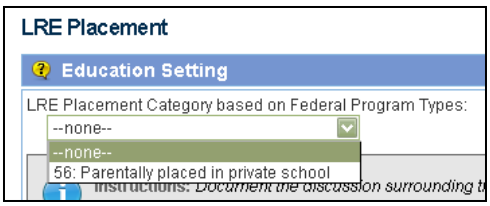

State Assessments and Other Participations
Anticipated Date of Exit from High School
Is the student's attending school accredited?

Provisions page

- Accommodations section only appears if school is accredited
- Transition Service only appears if transition was selected on the Transition page

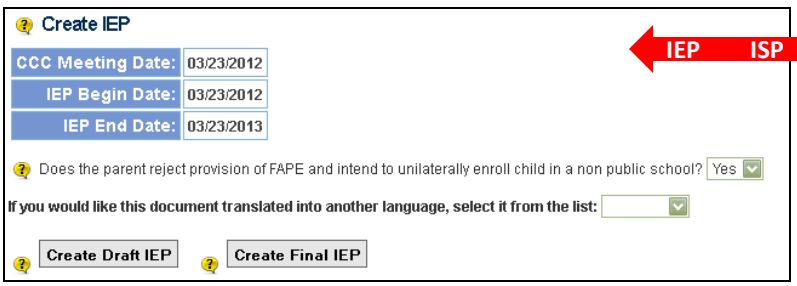
LRE Placement page

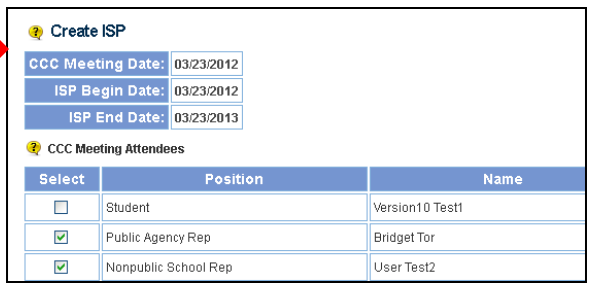
- There is no calculation for general education setting minutes
- Code 56 is only option for LRE Placement category



Create IEP page

- The list of participants will disappear when FAPE is rejected in the IEP Process, but will be available to select in the ISP process


Create IEP
CCC Meeting Date: 03/23/2012
IEP Begin Date: 03/23/2012
IEP End Date: 03/23/2013
Does the parent reject provision of FAPE and intend to unilaterally enroll child in a non public school? Yes
If you would like this document translated into another language, select it from the list:
Create Draft IEP
Create Final IEP



Initial Service Plan

- Complete the Pre-Conference Planning and Evaluation Process sections.
- Complete the IEP Process:
  - Reject provision of FAPE on the Create IEP page by answering "Yes" (The list of participants will disappear)
  - Click the Response button and select "???"
- Complete the ISP Process
  - Select Initial Service Plan as the meeting purpose
  - Select participants on the Create ISP page
- Finalize the ISP and be sure to accept the final document from the Response button

Initial Service Plan without creating IEP in your District

There may be instances when another district is responsible for the IEP process and you need to create only the ISP.

NOTE: If re-evaluation for the student is needed, complete the Pre-Conference Planning and Evaluation Process.

- Select the suspected disability categories on the Eligibility Categories & Assessments page in Pre-Conference Planning and click **SAVE**
- Complete the ISP Process
  - Check the box by the statement "The student attends a non-public school that is not within the geographic boundaries of his/her resident district."
  - Select Initial Service Plan as the meeting purpose
  - Select "Yes" to the question "Has parent previously rejected provision of FAPE and unilaterally enrolled student in a non-public school?"
- Finalize the ISP
  - Be sure to accept the final document from the Response button

Revise or Annual Service Plan

If the student had a previous ISP, complete the following steps:

- If re-evaluation for the student is needed, complete the Pre-Conference Planning and Evaluation Process
- Complete the ISP Process
  - Select either Revise Service Plan or Annual Service Plan as the meeting purpose
  - Select "Yes" to the question "Has parent previously rejected provision of FAPE and unilaterally enrolled student in a non-public school?"
- Finalize the ISP
- Accept the final document from the Response button

Student's previous school used the IndianaIEP system

- Your District Administrator should request a file transfer once the STN appears in your system
  - This is done through the transfer contact person for your corporation
- Complete the ISP Process as normal

Move-In Service Plan from a non IIEP district

- Your District Administrator should add the last eligibility date from the previous school onto the Eligibility tab
- Complete all or part of Pre-Conference Planning
  - If reevaluation is needed, complete all of the Pre-Conference Planning and Evaluation Processes
  - If reevaluation is not needed, Select the suspected disability categories and click "Save" on the Eligibility Categories and Assessments page
- Complete the ISP Process
  - Select "Yes" to the question "Has parent previously rejected provision of FAPE and unilaterally enrolled student in a non-public school?"
- Finalize the ISP
- Enter the parental response through the Response button

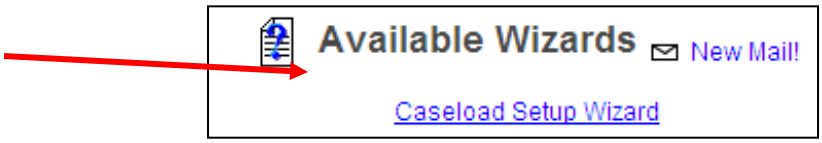
Caseload Setup Wizard

Users can setup their own caseloads by using the Caseload Setup Wizard.

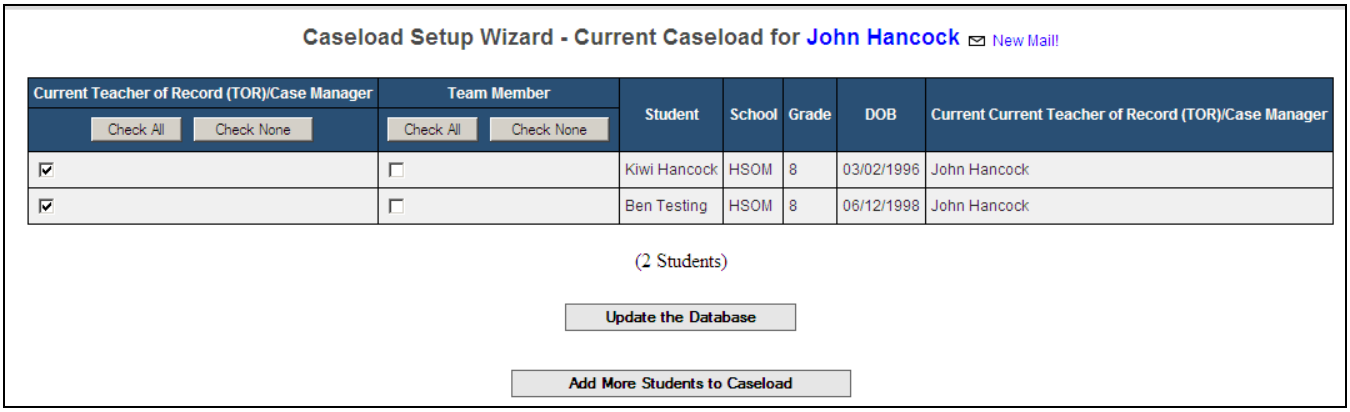
- Click **WIZARDS** on the Main Menu bar

- Click **CASELOAD SETUP WIZARD**

- Review caseload



- The system displays your current caseload



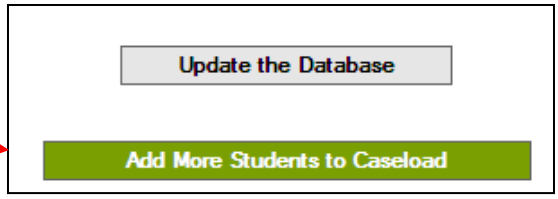
To Delete Students from Caseload:

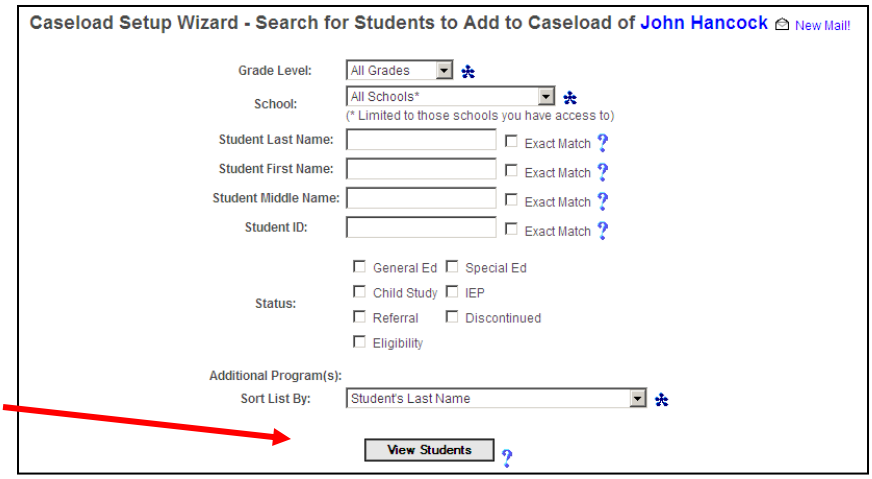
- Uncheck box of student to remove
  - Utilize the **CHECK NONE** buttons if needed
- Click **UPDATE THE DATABASE**

Caseload Setup Wizard cont.

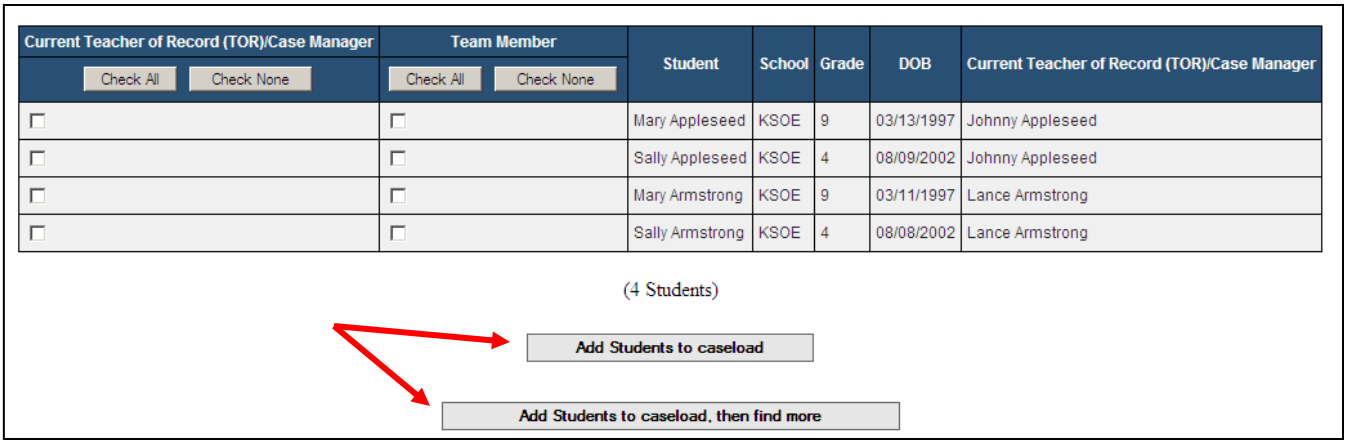
To Add Students to your Caseload:

- Click **ADD MORE STUDENTS TO CASELOAD**
- Select search criteria by:
  - Grade
  - School
  - Name
  - STN
  - Status
- Click **VIEW STUDENTS**





- Check TOR or Team Member box for desired students
- Click **ADD STUDENTS TO CASELOAD** or **ADD STUDENTS TO CASELOAD, THEN FIND MORE**

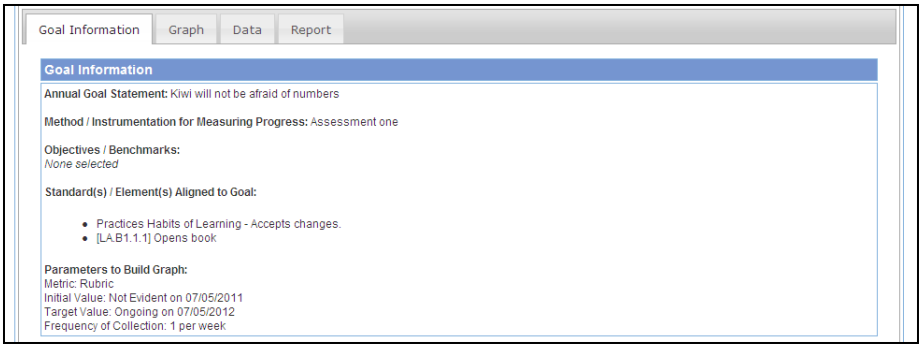


Progress Monitoring Wizard

The system displays the following tabs:

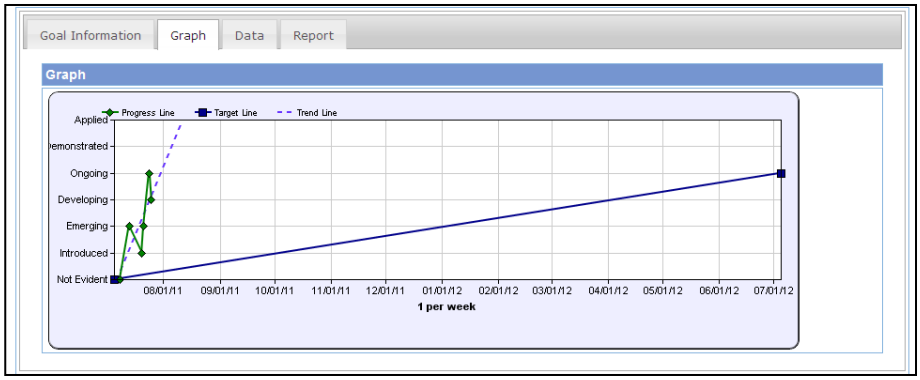
Goal Information: Includes:

- Goal Statement
- Method/Instrumentation
- Objectives/Benchmarks
- Standard(s) / Element(s)
- Parameters


Goal Information
Graph
Data
Report
Goal Information
Annual Goal Statement: Kiwi will not be afraid of numbers
Method / Instrumentation for Measuring Progress: Assessment one
Objectives / Benchmarks:
None selected
Standard(s) / Element(s) Aligned to Goal:
Practices Habits of Learning - Accepts changes.
[LA.B1.1.1] Opens book
Parameters to Build Graph:
Metric: Rubric
Initial Value: Not Evident on 07/05/2011
Target Value: Ongoing on 07/05/2012
Frequency of Collection: 1 per week

Graph:

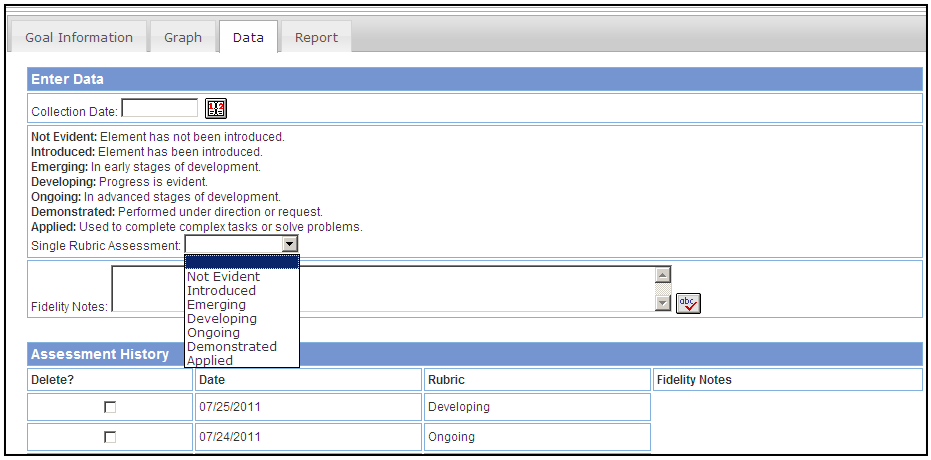
- Graphs progress of goal



Data:

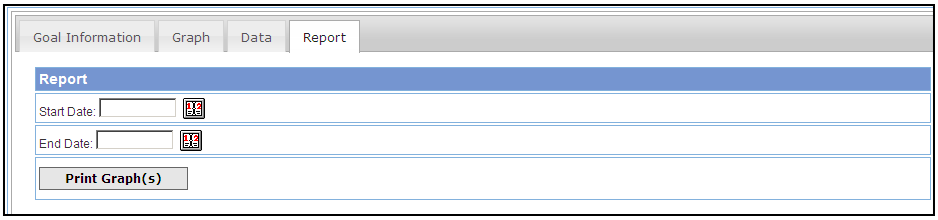
- Data entry
- Assessment History

NOTE: This is an example of a simple rubric. Each type of progress monitoring will look different.



Report:

- Select Start and End dates
- Select **PRINT GRAPH** to view report and print



Service Logging Wizards

The Service Logging Wizards allow you to select student(s) from your caseload for which you would like to record a service. There are three types of logging wizards.

- Basic Logging Wizard – Allows users to log one service at a time for a student
- Monthly Logging Wizard – Allows users to log multiple services provided in a specific month for a student before confirming them all at one time
- Group Logging Wizard – Allows users to log services for a student as a group and then add student specific information before confirming the service.

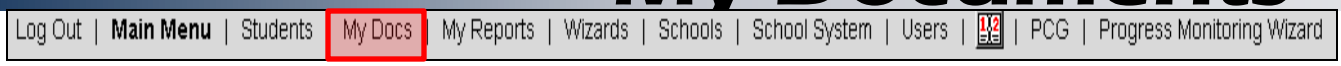
Logging wizards are available for the following:

- Pre-School
- Speech/Language
- Audiology
- Occupational Therapy
- Physical Therapy
- Speech and/or Language Services
- Psychological Services
- Social Work Services
- Nursing Services

Errors

If you record any services in error, you must mark the service for deletion. We need to have documentation that you have requested the deletion of a service. You will then have to add the correct service to the system.

My Documents

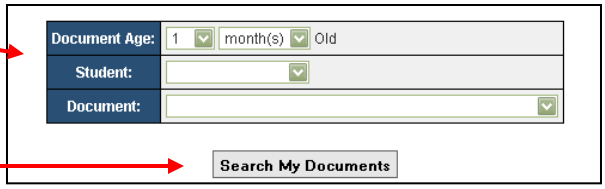


This page lists the documents created by you and documents created by other users for students for whom you are the current teacher of record. This also includes draft documents that have not expired.

The system will only display up to 75 documents at one time. Use the search feature to narrow the number of documents.

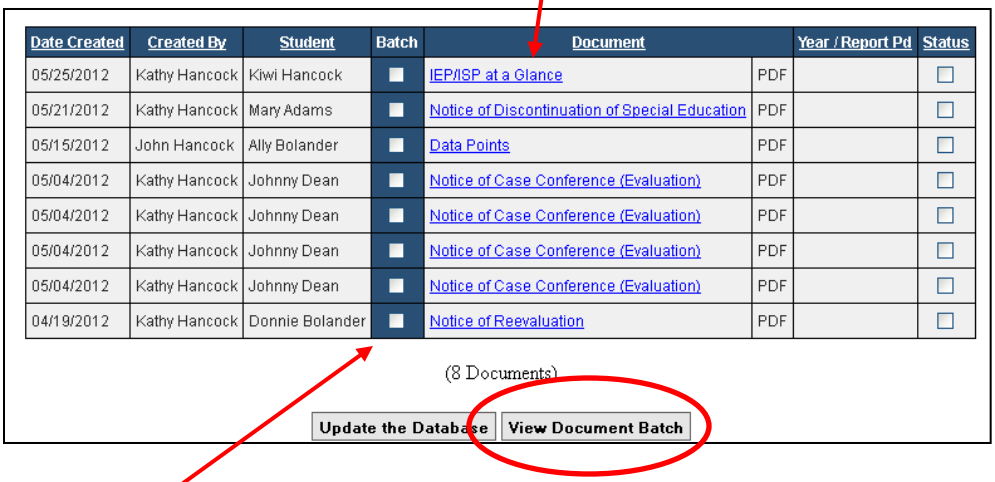
Enter search criteria

- Document Age
- Student
- Document name



Click **SEARCH MY DOCUMENTS**

Click the document name to view and print and individual document



Date Created	Created By	Student	Batch	Document		Year / Report Pd	Status
05/25/2012	Kathy Hancock	Kiwi Hancock	☐	IEP/ISP at a Glance	PDF		☐
05/21/2012	Kathy Hancock	Mary Adams	☐	Notice of Discontinuation of Special Education	PDF		☐
05/15/2012	John Hancock	Ally Bolander	☐	Data Points	PDF		☐
05/04/2012	Kathy Hancock	Johnny Dean	☐	Notice of Case Conference (Evaluation)	PDF		☐
05/04/2012	Kathy Hancock	Johnny Dean	☐	Notice of Case Conference (Evaluation)	PDF		☐
05/04/2012	Kathy Hancock	Johnny Dean	☐	Notice of Case Conference (Evaluation)	PDF		☐
05/04/2012	Kathy Hancock	Johnny Dean	☐	Notice of Case Conference (Evaluation)	PDF		☐
04/19/2012	Kathy Hancock	Donnie Bolander	☐	Notice of Reevaluation	PDF		☐

(8 Documents)

Update the Database | View Document Batch

To Batch Print

Check the box under the "Batch" column of the desired documents

Click **VIEW DOCUMENT BATCH**

Use the printer icon that appears in the view toolbar

My Reports

Log Out | **Main Menu** | Students | My Docs | My Reports | Wizards | Schools | School System | Users | | PCG | Progress Monitoring Wizard

This tab lists all of the standard reports you have requested. Most reports clear off the system after 7 days. Click on the report name to view report.

For more information regarding reports, please see the Reports section of this manual.

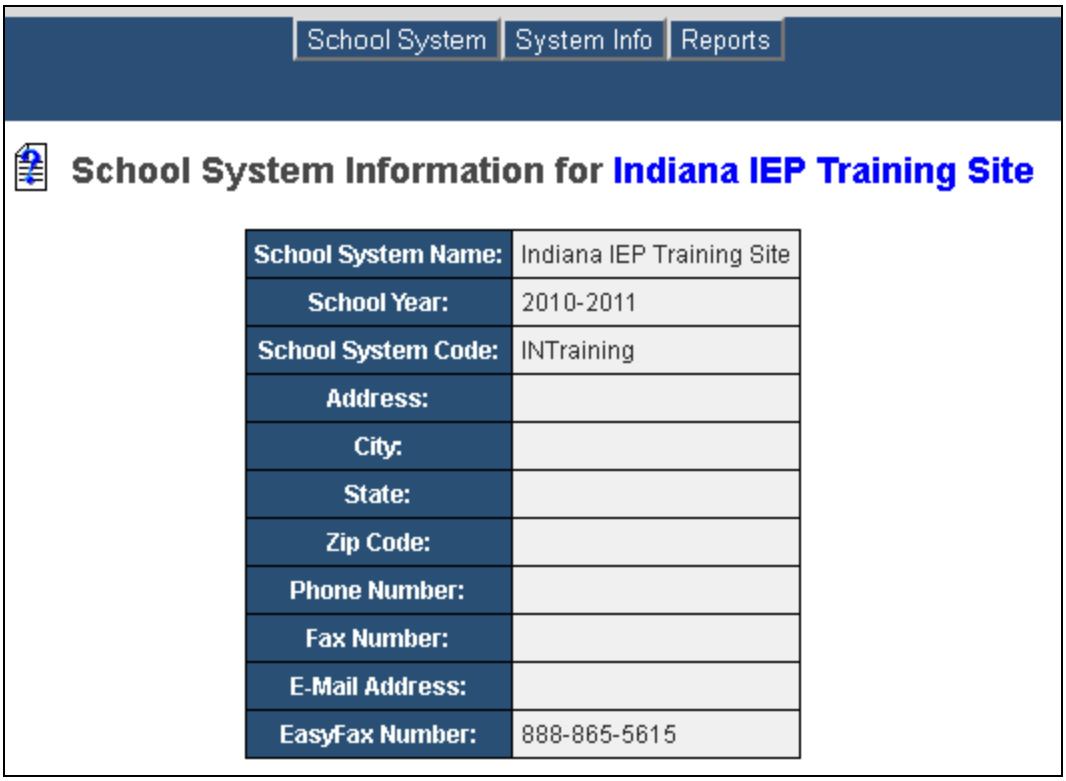
Reports for John Hancock

			Report Level		
Report	Date Created	Created By	System	School	User
Caseloads Report	06/05/2012	Kathy H Admin	Yes		
Mailing Labels	06/05/2012	Kathy H Admin	Yes		
Inactive Student List (pdf)	06/05/2012	Kathy H Admin	Yes		

(3 Reports)

Inactive Student Listing
Indiana IEP Training Site Special Education
06/05/2012

ID No.	Name	School	Dis	Age	Exit Date	Exit Reason
721102001	Megan Abercrombie		OHI	19	03/05/2012	Transfer to Another School System
IN00254	Sally Aniston	CSOC	CD	10	09/13/2011	Transfer to Another School System
0004756	Johnny Balds	MSOB	SI	6	12/17/2011	Transfer to Another School System
IN00184	Johnny Chastain	CSOS		6	09/14/2011	Transfer to Another School System
IN00613	Mary Favre	CSOM	AUT	15	03/28/2012	Transfer to Another School System
KLGH00003	Ziggy Hunter	GSOG	SLD	7	10/03/2011	Transfer to Another School System
REPORT5	Test Report5	TS	DD	7	11/15/2011	Transfer to Another School System



The School System tab provides general information concerning your corporation. This is information is provide through the IDOE system. Changes to this information should be sent to your IIEP District Administrator.

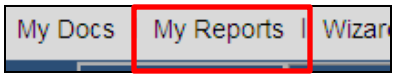
Depending on your user permissions, you may have other tabs on the School System menu. Procedures for special tasks can be found in the Administrator Manual.

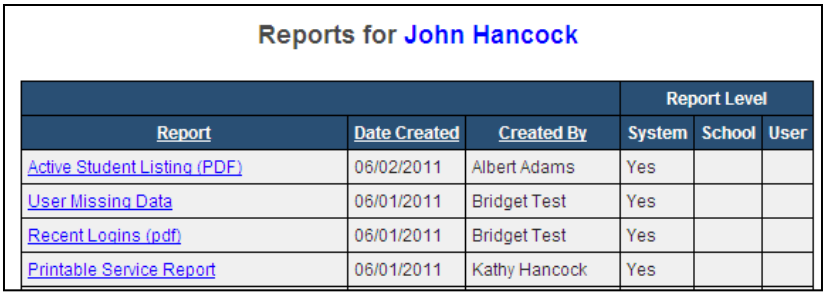
School System – Reports

From the Main Menu, click **SCHOOL SYSTEMS > REPORTS**

PCG provides a base level of reports to users. Not all available reports are detailed here as ***it is recommended and encouraged by PCG that users run the reports to become familiar with their format and contents.***

- Reports come text, Excel, or PDF (Adobe Acrobat).
  - Text files can be imported into other software(Excel, Access or other report software) to review and/or formulate into their own reports
  - To convert txt formatted reports to Excel:
    - Right click on the link to the report
    - Save Target As…..rename/save to a place on your computer
    - Right click on the newly saved txt document
    - Click Open With, select Excel
    - Report data opens in Excel document which can be saved
- Once a report is generated, it can be saved to your local hard drive as it will only be available for a brief time on the system
- Reports are scheduled to run overnight so that it doesn't impact server performance for the users
  - You will receive an email confirming that the report has run and is available for pick up
  - Your report will appear at the bottom of the Reports page or on the My Reports tab





Reports for John Hancock

			Report Level		
Report	Date Created	Created By	System	School	User
Active Student Listing (PDF)	06/02/2011	Albert Adams	Yes		
User Missing Data	06/01/2011	Bridget Test	Yes		
Recent Logins (pdf)	06/01/2011	Bridget Test	Yes		
Printable Service Report	06/01/2011	Kathy Hancock	Yes		

Using the Reset Button

After an IEP is finalized, no data is cleared out of the workspace. Data can be reset or cleared by the system when you go back to the Meeting Purpose page to begin your next IEP.

- Select Annual, Revise IEP, or Revise IEP without a meeting as the meeting purpose
- Check the box by "Reset Pre-Referral Planning, Evaluation Process, and IEP Process status at midnight"
- Fields will clear overnight

Fields Cleared when selecting Annual:

- Meeting dates on Schedule CCC Meeting Info Page
- IEP begin date and end date
- Invitees from CCC Meeting info Page
- All green check marks
- All dates for goals and services
- On transition page clear out the text box labeled "Document the review / discussion that occurred to determine that the goals listed above are appropriate and measurable"
- All notes

If Revise IEP or Revise without Meeting is selected as a purpose:

- Meeting dates on Schedule CCC Meeting Info page
- IEP begin date
- All green check marks

Using the Reset Button

Fields Cleared when selecting Revise Service Plan:

- Meeting dates on Schedule CCC Meeting Info page
- IEP begin date
- All green check marks

Fields Cleared when selecting Annual Service Plan

- Meeting dates on Schedule CCC Meeting Info Page
- IEP begin date
- IEP end date
- Invitees from CCC Meeting info Page
- All green check marks
- All dates for goals and services
- On transition page, the text box labeled "Document the review / discussion that occurred to determine that the goals listed above are appropriate and measurable"
- All notes